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NORTH CAROLINA PUBLIC SCHOOLS

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BIENNIAL REPORT: PART ONE

1964-66



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BIENNIAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION OF NORTH CAROLINA



*For the scholastic years 1964-65 & 1965-66
Part 1: Summary & Recommendations
Publication 402*

The following parts of the Biennial Report of the State Superintendent of Public Instruction for the scholastic years 1964-65 and 1965-66 are issued:

Part I—Summary and Recommendations

Part II—Statistical Report, 1964-65

Part III—Statistical Report, 1965-66

STATE SUPERINTENDENTS

Calvin H. Wiley.....	1853-1866
(Office Abolished).....	1866-1868
S. S. Ashley.....	1868-1871
Alexander McIver.....	1871-1874
Stephen D. Pool.....	1874-1876
John Pool.....	1876-1877
John C. Scarborough.....	1877-1885
S. M. Finger.....	1885-1893
John C. Scarborough.....	1893-1897
Charles H. Mebane.....	1897-1901
Thomas F. Toon.....	1901-1902
James Y. Joyner.....	1902-1919
Eugene C. Brooks.....	1919-1923
Arch Turner Allen.....	1923-1934
Clyde A. Erwin.....	1934-1952
Charles F. Carroll.....	1952-

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STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

January 2, 1967

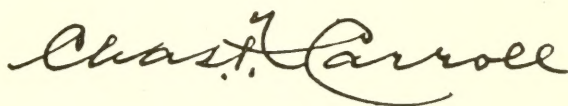
To His Excellency, Dan K. Moore, Governor, and
Members of the General Assembly of 1967

Sirs:

In compliance with G. S. 115-14.3, 120-12, 13 and 147-5, I submit the 1964-66 Biennial Report of the Superintendent of Public Instruction. I am hopeful it will enable educators, legislators, and other North Carolinians to understand better the excellent school system which their time, effort, talent and financial support have made possible.

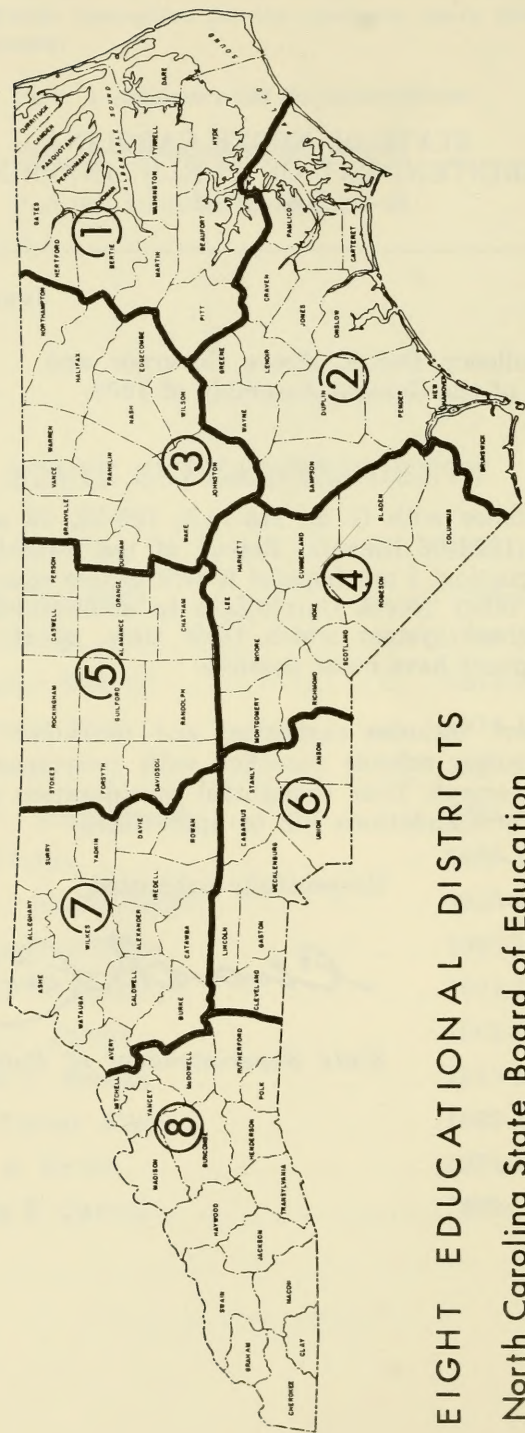
The Report includes statistical and narrative information about the public schools together with recommendations for their improvement. Your thoughtful consideration and support of these recommendations will be appreciated.

Respectfully submitted,



State Superintendent of Public Instruction

EB



EIGHT EDUCATIONAL DISTRICTS

North Carolina State Board of Education

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I. Administration and Supervision

AT THE STATE LEVEL

State Board of Education

Authority—State Constitution (Art. IX, s. 8.)

Membership—Thirteen persons: three ex officio (Lieutenant Governor, State Treasurer and State Superintendent of Public Instruction) and 10 appointed by Governor (one from each of eight educational districts and two from State at large).

Term—Eight years (overlapping) for appointive members.

Meetings—Once each month. Special meetings may be set at regular meetings or called by the Board Chairman or by the Superintendent with the approval of the Board Chairman.

Powers and Duties (G. S. 115-11)—The law stipulates that the Board—

- Has general supervision and administration of educational funds provided by the State and Federal governments
- Is successor to powers of extinct boards and commissions
- Has power to divide the administrative units into districts
- Appoints the controller, subject to approval of the Governor
- Apportions and equalizes over the State all State school funds
- Directs the State Treasurer to invest funds
- Accepts any Federal funds appropriated for the operation of the schools
- Purchases land upon which it has mortgage
- Adjusts debts for purchase price of lands sold
- Establishes city administrative units
- Allots special teaching personnel and funds for clerical assistants to principals
- Makes provision for sick leave
- Accepts gifts and grants
- Has power to provide for programs in the cultural and fine arts areas

- Performs all duties in conformity with Constitution and laws, such as:

- certifying and regulating the grade and salary of teachers and other school employees

- adopting and supplying textbooks

- adopting a standard course of study upon the recommendation of the State Superintendent of Public Instruction

- formulating rules and regulations for the enforcement of the compulsory attendance law

- reporting to the General Assembly on the operation of the State Literary Fund

- approving the establishment of schools for adult education under the direction and supervision of the State Superintendent of Public Instruction

- managing and operating a system of insurance for public school property

- Divides duties into two separate functions:

- (1) matters relating to supervision and administration excluding fiscal affairs shall be administered by the State Superintendent of Public Instruction

- (2) matters relating to the supervision and administration of fiscal affairs shall be under the direction of the Controller.

State Superintendent of Public Instruction

Authority—Constitution (Art. III, s. 1.)

Term—Four years, elected by popular vote.

Duties—(G.S. 115-14, 15)—The State Superintendent is charged with the duty to—

- Organize and establish a Department of Public Instruction

- Keep the public informed as to the problems and needs of the schools

- Report biennially to the Governor

- Have printed and distributed such educational bulletins and forms as he shall deem necessary for the administration of the Department of Public Instruction

- Administer the instructional policies established by the Board
- Keep the Board informed regarding the developments in the field of public education
- Make recommendations to the Board with regard to the problems and needs of education
- Make available to the public schools a continuous program of supervisory services
- Collect and organize information regarding the public schools and to furnish such information as may be required to the Board
- Inform local administrators regarding instructional policies and procedures adopted by the Board
- Have custody of the official seal of the Board and to attest all written contracts executed in the name of the Board
- Perform such other duties as the Board may assign to him
- Attend all meetings of the Board and to keep the minutes.

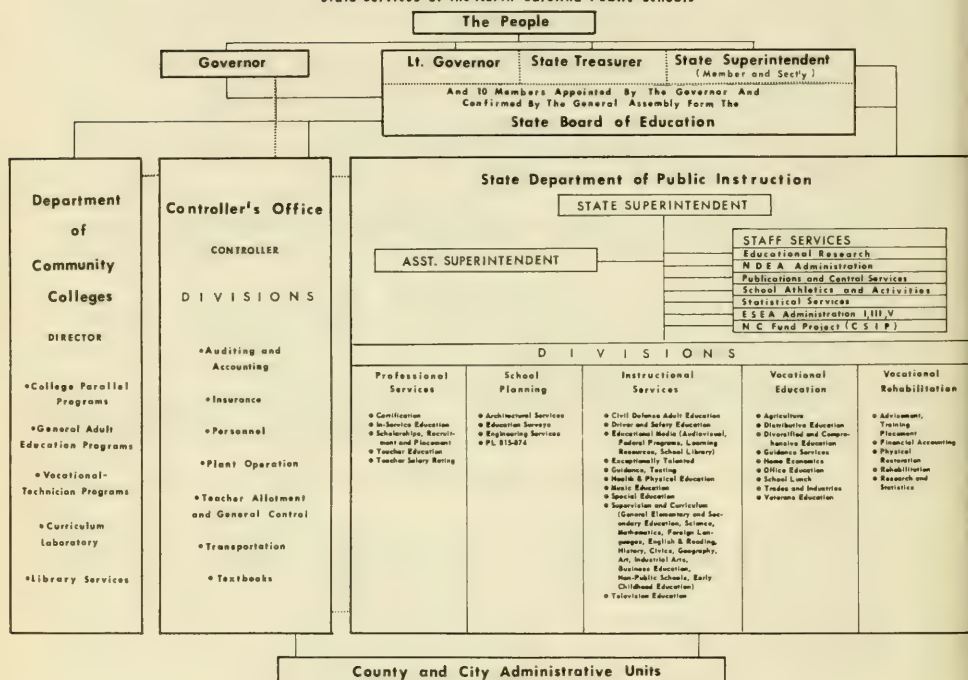
THE DEPARTMENT OF PUBLIC INSTRUCTION

Headed by the State Superintendent of Public Instruction, the Department of Public Instruction includes an Assistant Superintendent and other professional and clerical staff. According to functions, the staff has been organized as follows:

Special Staff Services—This area includes services relating to (1) publications—writing, compiling, editing, printing, and distributing; (2) central services—purchasing supplies and equipment, selling and distributing printed materials, duplicating, and receiving, distributing and dispatching mail; (3) educational research—planning studies, collecting, analyzing and interpreting data, and making recommendations; (4) statistical services—collecting, tabulating, and processing statistics; (5) the administration of the National Defense Education Act; (6) school athletics and activities—administering regulations of the Board governing athletics in the public schools and advising with schools on co-curricular activities; (7) the administration of the Comprehensive School Improvement Project; and (8) the administration of the Elementary and Secondary Education Act.

ORGANIZATION CHART

State Services of the North Carolina Public Schools



Division of Instructional Services—This division provides leadership and assistance services in the areas of curriculum, organization, and instruction in elementary and secondary schools. These services are generally categorized as follows: curriculum construction and revision; general supervisory assistance in the improvement of instruction; evaluation and accreditation of schools; and consultative service and assistance in special areas. The special areas include the following: English, mathematics, science, foreign languages, social studies, testing and pupil classification, audiovisual aids, library and instructional materials, music, television education, safety and driver education, special education, academically talented, health and physical education, civil defense, art, industrial arts, business education, and non-public schools.

Division of Professional Services—This division includes sections whose services relate to teacher recruitment, teacher scholarships, teacher education, teacher certification, teacher salary rating, teacher placement, and in-service education. This division has five basic functions as follows: (1) to assist the public schools in procuring an adequate supply of competent personnel through recruitment, scholarships, and placement; (2) to exercise leadership at the State level in the development of high-quality programs of teacher education in the colleges and universities in the State; (3) to determine and fix through democratic processes the qualifications that teaching personnel should have, at both the pre-service and in-service levels, and certificate them in terms of these qualifications; (4) to determine the rating of personnel in terms of certification and experience; and (5) to conduct a State-wide in-service teacher education program.

Division of School Planning—This division, acting for the State Superintendent of Public Instruction, approves plans and specifications for all new public school construction as to “structural and functional soundness, safety and sanitation . . .” (G.S. 115-130). The division also: (1) provides survey services to local school systems; (2) provides architectural and engineering consultation services to local school systems, and to the Department of Community Colleges; (3) provides final inspection services for all projects involving State funds, and, on request, projects financed from local funds; (4) approves, as a service to the Department of Community Colleges, architectural and engineering plans and specifications for all community colleges, technical institutes, and industrial educational centers; and (5) provides assistance to local boards in preparation of applications to the U. S. Office of Education for funds under P.L. 815 and P.L. 874.

Division of Vocational Education—This division administers programs to assist students in beginning the process of developing vocational maturity, as this is a part of the objective of the public school. Courses are offered at the ninth-grade level in Introduction to Vocations to help students understand the world of work, job opportunities, and educational requirements for jobs. The focus of this work is student self-appraisal. Courses are offered in clusters of occupations at the tenth-grade level. More specialized courses are offered during the latter high school years in the following fields: Trade and industrial education, distributive and office education, agricultural education, and home economics education. Guidance services are provided to assist in the

process of vocational maturity. After high school, students enter post-high school training and employment.

Division of Vocational Rehabilitation—It is through this division that the State cooperates with the Federal Government in providing for the vocational rehabilitation of persons with disabilities and for their return to employment.

Controller of the State Board of Education

Authority—Chapter 115-11.5, General Statutes of North Carolina.

Term—At will of the Board.

Powers and Duties—(G.S. 115-16, 17). The controller is the executive administrator of the Board in the supervision and management of the fiscal affairs of the Board. "Fiscal affairs" is defined as "all matters pertaining to the budgeting, allocation, accounting, auditing, certification, and disbursing of public school funds" administered by the Board. The controller, under the direction of the Board—

- Maintains a system of bookkeeping which reflects the status of all educational funds committed to the administration of the Board
- Prepares all forms necessary to furnish information for the consideration of the Board in preparing the State budget estimates as to each administrative unit
- Certifies to each administrative unit the teacher allotment as determined by the Board
- Issues requisitions upon the Budget Division, Department of Administration, for payments out of the State Treasury of funds placed to the credit of administrative units
- Procures, through the Division of Purchase and Contract, Department of Administration, the contracts for the purchase of janitors' supplies, instructional supplies, supplies used by the Board, and all other supplies purchased from funds administered by the Board
- Purchases textbooks needed and required in the public schools in accordance with contracts made by the Board with publishers
- Audits, in cooperation with the State Auditor, all school funds administered by the Board
- Attends meetings of the Board and furnishes information concerning fiscal affairs to the Board

- Employs all employees who work under his direction in administration of fiscal affairs
- Reports directly to Board upon matters coming within his supervision and management
- Furnishes information as may be necessary to the State Superintendent
- Performs such other duties as may be assigned to him by the Board.

CONTROLLER'S OFFICE

Duties of the Controller's Office, classified as to function, are administered through the following divisions:

Division of Auditing and Accounting—Makes a continuous audit, month by month, of expenditures by the local units from the State Nine Months School Fund, and is charged with the accounting of all funds, State and Federal, under the control of the State Board of Education, including the appropriation for the Nine Months School Fund, the State Department of Public Instruction (administration and supervision), Vocational Education, State Textbook Fund, State Literary Fund, and other funds expended for public school purposes. Its work includes all budget making, bookkeeping, writing vouchers, making reports, applying salary scales to local school personnel, and performing related services.

Division of Plant Operation—Administers State Board policies and regulations concerning the operation of physical facilities and utilities of the public school plants. This division provides engineering services to the school units regarding heating, ventilating, electrical, and maintenance problems.

Division of Insurance—Administers the public school insurance fund which was authorized by the General Assembly of 1949 to provide insurance on school property.

Division of Personnel—Administers the personnel program of the Controller's Office, Department of Community Colleges, and the State Department of Public Instruction, including recruitment, classification and pay, personnel budget and payroll preparation and accounting, and maintenance of all personnel records.

Division of Textbooks—Responsible for the administration of the State Textbook Program including purchasing, warehousing, and distributing free basal textbooks and supplementary

books in the elementary schools; administers State appropriations and the rental system for high school books; and provides library books for purchase by administrative units.

Division of Teacher Allotment and General Control—Administers the State allotment of personnel to school units in accordance with policies adopted by the State Board of Education for such allotments, works with the school units in pupil accounting, and administers State funds for instructional supplies, library supplies, and the object of general control.

Division of Transportation—Administers the school bus transportation system of the State including procurement of transportation equipment, supervision of maintenance and repair activity, safety promotion programs, records, reports, allocation of State funds, assistance in the establishment of the school bus routes, and other related activities.

AT THE LOCAL LEVEL

Boards of Education

Membership and Terms—During the 1964-66 biennium there were 100 county and 69 city administrative units, ranging in size from 477 to 70,212 pupils in average daily attendance. A grouping on this basis shows the following:

AVERAGE DAILY ATTENDANCE, 1965-66

<i>Group</i>	<i>County</i>	<i>City</i>	<i>Total</i>
Up to 1499	8	11	19
1500-2999	10	20	30
3000-4999	24	22	46
5000-9999	35	11	46
10,000-14,999	14	3	17
15,000-19,999	3	1	4
Above 20,000	6	1	7
Total	100	69	169

A board of education is responsible for directing and managing the public schools in each of these administrative units.

County boards generally consist of from three to seven members, the typical number being five. Members are nominated biennially by various local methods—county-wide popular vote, township popular vote, executive committee of major political party, political election (primary), non-partisan basis, legislature, and by special elections. All of these except the last one

must have the approval of the General Assembly. Terms of office of members of county boards range from two to six years.

City board membership ranges from three to 12. Members serve from two to eight years and are named by popular vote, by appointment, or by a combination of the two.

Meetings—"All county and city boards of education shall meet on the first Monday in January, April, July, and October of each year, or as soon thereafter as practicable" (115-28).

Powers and Duties—It is the duty of each board of education within its respective unit to—

- Provide an adequate school system as provided by law (115-35(a))

- Perform all powers and duties respecting public schools not imposed on other officials (115-35(b))

- Have general control and supervision of all matters pertaining to the public schools and to enforce the school law (115-35(b))

- Divide its unit into attendance areas without regard to district lines (115-35(c))

- Provide for the enrollment in a public school of each child residing therein, qualified by law for admission and applying for enrollment (115-176)

- Make all rules and regulations necessary governing enrollment of pupils (115-176)

- Make all rules and regulations necessary for conducting co-curricular activities, including athletics. (Interscholastic athletic activities shall be conducted in accordance with rules and regulations prescribed by the State Board) (115-35(d))

- Fix the time for opening and closing the public schools and the length of the school day (115-35(e),36)

- Provide for the efficient teaching in each grade of all subjects included in the outline course of study prepared by the State Superintendent (115-37)

- Elect a superintendent of schools and to provide him with an office, office equipment and supplies, and clerical assistance (115-39.40)

- Elect teachers, principals and other professional employees and to make needful rules and regulations governing their conduct and work, including their salaries and professional growth (115-21)

- Issue salary vouchers to all school employees when due and to purchase the necessary equipment and supplies in accordance with State contracts (115-50,52).

County and City Superintendents

Superintendents are elected by boards of education for a term of two years, subject to approval of the State Superintendent and the State Board.

Qualifications—A Superintendent's certificate, three years' experience in school work within the past 10 years, and a doctor's certificate showing him free of communicable disease.

Salaries—The State salary schedule for superintendents of county and city administrative units is based on size of unit in terms of pupil membership, and the superintendent's experience and certificate. The schedule ranges from a monthly salary, based on 12 calendar months, of \$630 to \$1,385. Over 40 percent of the 169 units pay a supplement from local funds.

Duties—"All acts of county and city boards of education, not in conflict with State law, shall be binding on the superintendent, and it shall be his duty to carry out all rules and regulations of the board" (115-41). The superintendent is ex-officio secretary to the board of education (115-56). It is the superintendent's duty to—

- Visit the schools, to keep his board informed as to condition of school plants, and to make provisions for remedying any unsafe or unsanitary conditions (115-56)
- Attend professional meetings (115-56)
- Furnish information and statistics to the State Superintendent (115-56)
- Administer oaths to all school officials when required (115-56)
- Keep himself informed as to policies adopted by the State Superintendent and State Board of Education (115-57)
- Approve, in his discretion, the election of all teachers, and to present the names of all teachers, principals and other personnel to the board for approval (115-58)
- Prepare an annual organization statement and request for teachers to the State Board of Education (115-59)
- Keep a complete record of all financial transactions of the board of education and a separate record of local district taxes and to furnish tax listers with the boundaries of each taxing district (115-60,61)
- Keep a record of all fines, forfeitures and penalties due the school fund (115-62)
- Approve and sign State and local vouchers (115-64)

District School Committees

In counties divided into districts the county board of education appoints school committees (three to five members for each committee) for each of the districts. (There are no committees in city administrative units.) The term is for two years and meetings are held as often as business may require.

Duties (115-69-73)—Each committee:

- Upon recommendation of superintendent, elects the principal subject to approval of the board of education
- Upon nomination of the principal, elects the teachers subject to approval of the board of education and the superintendent
- Upon recommendation of the principal, appoints the janitors and maids, subject to approval of the board of education and the superintendent
- In accordance with rules and regulations of the board of education, protects all school property in the district.

School Principals

“The executive head of a school shall be called ‘principal’ ” (115-8). In county units not organized as single districts the principal is elected annually by the district committee upon recommendation of the superintendent, subject to approval by the board of education. In city units and in county units organized as a single district, the principal is elected by the board upon recommendation of the superintendent.

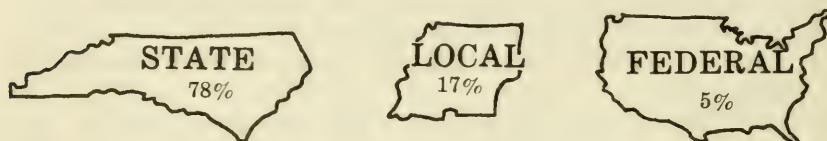
Duties—It is the duty of the principal to—

- Nominate teachers (in county units) to district committee (115-72)
- Grade and classify pupils and exercise discipline over the pupils (115-150)
- Make suggestions to teachers for the improvement of instruction (115-150)
- Instruct children in proper care of school property and to report any unsanitary condition, damage, or needed repairs (115-149)
- Carry out rules and regulations of State Board regarding compulsory school attendance (115-167)
- Assign pupils and employees to the buses on which they may be transported (115-184)
- Prepare and submit plan of route for each bus to the superintendent (115-186)
- Make all reports to the superintendent (115-148,150).

II. Financing the Schools

SOURCES OF FUNDS

Funds for the support of the public schools come from three main governmental sources: State, local, and Federal.



State Support

State funds appropriated to the public schools are derived from revenue obtained from the levy by the General Assembly of income taxes, sales taxes, franchise taxes, and taxes from other sources. For the biennium the amount and percentage from each of these sources which made up the General Fund are estimated as follows:

	<i>Amount</i>	<i>Percentage</i>
Income Taxes	\$252,736,461	44.3
Sales and Use	188,246,243	33.0
Franchise	41,383,066	7.2
Beverage	22,514,652	3.9
Insurance	20,118,948	3.5
Inheritance and Gift	17,900,554	3.1
Interest	10,322,713	1.8
License	8,280,365	1.5
Bank, Building and Loan	4,046,032	0.7
Other	5,396,458	1.0
Total	<u>\$570,945,492</u>	<u>100.0</u>

Local Support

Local funds are derived in the main from property taxes, from the sale of bonds and notes, and from other local sources. Based on actual 1964-65 data, the amount and percentage from these several sources were estimated as follows:

	<i>Amount</i>	<i>Percentage</i>
Property Taxes	\$ 92,000,000	63.2
Bonds, Loans, and Sinking Funds	35,000,000	24.0
Interest	1,500,000	1.0
Fines, Forfeitures, Penalties, Poll and Dog Taxes	5,800,000	4.0
Intangibles, Beer, Wine, and ABC Funds	6,000,000	4.1
Collections from Students	750,000	0.5
Income from Sale and Use of School Property	1,750,000	1.2
Donations and Miscellaneous ..	2,900,000	2.0
Total	\$145,700,000	100.0

Federal Support

Federal funds are appropriated to the states by Congress for specific educational purposes, mainly to strengthen programs in vocational education (see pages 68-80 of this Report); school lunch room services and programs; for the operation of schools in defense-impacted areas; to improve instruction and guidance services through the National Defense Education Act; to provide additional school library resources, textbooks, and other printed and published instructional materials (see pages 101-109); to advance creativity in educational programs; and to meet special educational needs of educationally deprived children.

As noted above, Federal participation in a number of public school programs is included in Chapter V, "Educational Programs." However, portions of two Federal Acts can touch most educational programs in the public schools and are briefly explained below.

NATIONAL DEFENSE EDUCATION ACT OF 1958

This Act was signed into law by the President of the United States on September 2, 1958. Since that date it has been revised and expanded by several amendments and revisions of regulations. Under the Act, funds are allotted to each state to be matched by state or local funds. The North Carolina State Department of Public Instruction has the responsibility for administering and supervising Titles III, V-A, and X.

Title III—Under this title grants are made to each state for the purpose of acquiring equipment and materials to strengthen

instruction in science, mathematics, history, civics, geography, modern foreign languages, English, reading and economics. Title III funds may be used for minor remodeling of existing laboratory or classroom space in which at least one of the critical subjects is, or will be taught. This remodeling would be justified for the purpose of making more effective use of equipment and materials for instruction in one or more of the critical subjects.

Title III funds may not be used for the acquisition of consumable items—equipment or materials which would be consumed in use during a one-year period of time, general classroom-student desks, teacher's desks, chairs, etc., or textbooks.

Title V-A—Under this title V-A grants are made to each state for the purpose of developing and expanding guidance, counseling and testing programs in the public schools. Title V-A funds may be used for establishing and maintaining (a) a program for testing students in order to identify those with outstanding aptitudes and abilities, and (b) a program of educational and vocational guidance and counseling for students. Under this title, funds may be expended (a) for purchasing mental ability, achievement and subject area tests and test materials and for commercial scoring of tests, (b) for paying the salaries of guidance personnel and their clerical assistants, for necessary travel expenses of guidance personnel, and (c) for purchasing office supplies, materials necessary for the guidance program, and office equipment necessary to carry out vocational and educational guidance programs.

Title X—Provides for assistance (on the State level) in (a) improving the collection, analysis, and reporting of statistical data supplied by local educational units; (b) developing accounting and reporting manuals to serve as guides for local educational units; (c) conducting conferences and training programs for personnel of local educational units and periodically reviewing and evaluating the program for records and reports; (d) improving methods for obtaining educational data not collected by the State educational agency, and (e) expediting the processing and reporting of statistical data through installation of mechanical equipment. This program did not get under way until after June 30, 1960.

Matching Funds—Federal funds provided for aid to the State Board of Education and the Department of Public Instruction under Titles III and V-A were matched with State funds. Funds

provided for aid to local public schools under these titles were matched with local funds.

Federal funds provided for improving the State statistical services under Title X were matched by State funds.

TITLE III					
Year	Projects Approved	Units Participating	Source of Funds Federal	Local	Expenditures in the Units
1958-59	—	—	\$ —	\$ —	\$ —
1959-60	1,529	154	1,517,113.08	1,517,113.08	3,034,226.16
1960-61	2,111	168	1,937,623.91	1,937,627.59	3,875,251.50
1961-62	2,047	169	1,847,374.57	1,847,375.78	3,694,750.35
1962-63	2,111	169	1,744,382.26	1,744,382.21	3,488,764.47
1963-64	3,548	173*	2,797,116.14	2,797,116.28	5,594,232.42
1964-65	2,734	165*	2,119,684.94	2,119,684.92	4,239,369.86
1965-66	4,582	172*	2,583,552.63	2,583,552.63	5,167,105.26
TITLE V-A					
1958-59	149	149	164,042.74		164,042.74
1959-60	162	137	266,140.74	266,140.74	532,281.48
1960-61	147	135	384,112.39	384,112.75	768,225.15
1961-62	147	143	413,379.09	553,707.69	967,086.78
1962-63	149	146	403,804.95	532,611.80	936,416.75
1963-64	149*	149*	397,625.95	558,603.09	956,229.04
1964-65	147*	147*	516,155.10	1,161,805.91	1,677,961.01
1965-66	151*	151*	582,140.37	1,240,511.24	1,822,651.61

*The number of administrative units participating include schools under the direction of: (1) State School for Blind and Deaf. (2) Board of Mental Health (3) Board of Juvenile Correction. (4) Governor's School (5) N. C. School of the Arts

ELEMENTARY AND SECONDARY EDUCATION ACT

Title I—In October of 1965 the State Board of Education signed an agreement with the United States Office of Education to administer Title I of the Elementary and Secondary Education Act of 1965 and thereby made available to North Carolina a Federal grant of \$52,826,063.14 for fiscal 1966.

The Elementary and Secondary Education Act of 1965 provided that (1) programs and projects under Title I be designed to meet the special educational needs of educationally deprived children in school attendance areas having a high concentration of children from low-income families and be of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting these needs; (2) provision be made to include eligible non-public school children in these projects; (3) funds be administered by a public agency and title to all property be held by that agency; (4) construction of school facilities be consistent with overall state plans for the construction of such facilities and comply with Federal labor laws; (5) the effectiveness of the program in meeting the special educational needs of educationally deprived children be evaluated; (6) annual reports be made by the local education agencies to the state education agency; (7) programs be developed in cooperation with

the approved community action agency in the district; and, (8) significant information derived from educational research, demonstration, and projects be shared with other teachers and administrators so that promising educational practices may be adopted elsewhere when appropriate.

In accordance with Public Law 89-10 and the guidelines issued by the U. S. Office of Education, 168 school administrative units in North Carolina during the school year 1965-66 submitted to the State Department of Public Instruction projects for approval under Title I of the Elementary and Secondary Education Act. These projects were examined by members of the staff of the State Department and, if they were found to be educationally sound, to meet the most pressing educational needs of the educationally deprived children in each project area and could be coordinated with already existing educational programs, they were then approved and the local unit was permitted to implement them.

During the first school year, many programs that school units had always needed but for which resources could not be found were put into operation throughout the State. The greatest number of these programs were concerned with the improvement of reading and communication skills. The cultural enrichment of educationally deprived children was another area in which there was a great deal of activity. During the summer, many school units operated preschool readiness programs for those students who had been enrolled for entrance to the first grade. A close examination of the educational deficiencies of the children involved in the projects indicated that many were unable to progress normally through the school's program because of factors not directly related to educational achievement but which were found to contribute to a lack of such achievement. Poor nutrition, health defects, lack of attendance at school, deprived conditions in the child's environment, and a poor self image were discovered to be among contributing causes to educational deprivation. Many of the projects included activities which were planned to overcome such deficiencies. Additional food services, diagnostic and remedial health services, attendance counseling, home visits by trained individuals, and counseling and psychiatric services were among the areas included in many projects.

One of the definite requirements for the approval of a Title I project was that it include specific methods for evaluating the activities. This evaluation is being conducted by school administrative units at the present time, and the information secured by such evaluations should enable each unit to improve future

projects so that they will more adequately and effectively meet the particular educational needs of the children for whom projects under Title I are designed.

In North Carolina 323,096 children were found to be eligible under the provisions of Title I. The number per administrative unit ranged from 301 (Dare County) to 10,700 (Robeson County). Allocation of funds to the administrative units by the State Board of Education ranged from \$48,683.64 to \$2,618,570.60 for fiscal 1966.

Title II of the Elementary and Secondary Education Act provides that school library resources, textbooks, and other printed and published materials be made readily available on an equitable basis for the use of children and teachers in all schools, public and private, which provide elementary and secondary education as determined under State law, but not beyond grade 12. Federal funds made available under this title for any fiscal year must be used to supplement and, to the extent practical, increase the level of State, local, and private school funds for instructional materials. In no case may these funds be used to supplant local or State funds. Allocation of Title II materials among the children and teachers is based on relative need and is made on an equitable basis for children and teachers in approved private schools.

In fiscal 1966, the first year of operation of Public Law 89-10, North Carolina received \$2,435,404. Project applications for the use of these funds were approved for all 169 school administrative units. The breakdown on approved projects for fiscal 1966 was: Initial Allotment, \$1.00 per pupil for books, \$1,190,623.20; Relative Need Allotment, \$1,052,120.51; and Demonstration School Libraries, \$75,000.

Title III of the Elementary and Secondary Education Act, known also as PACE (Projects to Advance Creativity in Education) is designed to assist schools in the establishment of a variety of supplementary educational centers and services. The program is unique in that local educational agencies deal directly with the United States Office of Education rather than through the State Department of Public Instruction. Nevertheless, State education agencies are responsible for disseminating information about Title III, for assisting local school units in preparing project proposals, and for reviewing proposals and submitting recommendations about each to the U. S. Commissioner of Education.

Approval of projects rests with the Commissioner. One professional person is employed by the Department of Public Instruction to coordinate the activities of ESEA Title III.

For 1965-1966, Congress appropriated \$75,000,000 for the operation of the PACE program. Under a formula provided for by statute, North Carolina received an allocation of \$1,863,654 for fiscal year 1966. A special provision of the law allowed these funds to be spent over a two year period. No sub-allocation to local school units was provided. Projects are submitted at times designated by the U. S. Office.

A total of 58 project proposals were submitted by 54 school systems for the first three submission periods, the last of which ended May 25, 1966. Sixteen of these projects with budgets totaling approximately \$660,000 were approved. Four more projects were being negotiated at this writing.

EXPENDITURES

Total Funds

Expenditures for public education are divided into three parts in accordance with the purpose for which the funds are expended: (1) **current expense**, operation costs; (2) **capital outlay**, payments for buildings and other physical facilities; (3) **debt service**, repayment of principal and interest on bonds and notes.

Current expense for operation of the public schools is the largest portion of total annual school expenditures. The major portion of current expense comes from State funds—78 percent in 1964-65. Local funds provided 17 percent, and only five percent came from Federal funds.

Capital outlay expenditures are largely the responsibility of the local units; however, the General Assembly provided \$50,000,000 in 1949, another \$50,000,000 in 1953, and \$100,000,000 in 1963 for school plant construction, improvement, and repairs. Federal funds have been allocated for physical facility projects in defense-impacted areas (see table).

Funds for debt service expenditures come from local sources (see table on page 30).

CURRENT EXPENSE

Year	State Funds*	Local Funds	Federal Funds	Total
1934-35	16,702,697.05	2,099,538.73	451,862.29	19,254,098.07
1939-40	26,297,493.15	5,136,723.59	610,146.82	32,044,363.56
1944-45	39,465,521.35	7,265,140.48	3,357,469.23	50,088,131.06
1949-50	84,999,202.42	16,219,185.16	12,054,108.25	113,272,495.83
1954-55	122,998,428.30	25,027,038.50	7,051,801.48	155,077,268.28
1959-60	170,349,864.78	39,609,752.00	9,573,603.57	219,533,220.35
1960-61	179,747,463.64	43,923,830.49	10,059,973.97	233,731,268.10
1961-62	227,790,105.60	46,958,730.51	10,757,519.63	285,506,355.74
1962-63	230,278,820.34	51,068,671.09	12,419,636.01	293,767,127.44
1963-64	247,882,888.47	55,935,575.76	12,998,617.35	316,816,581.58
1964-65	276,051,907.26	60,033,845.57	17,754,913.21	353,840,666.04
1965-66**	294,850,000.00	61,000,000.00	50,000,000.00	405,850,000.00

CAPITAL OUTLAY

Year	State Funds*	Local Funds	Federal Funds	Total
1934-35	-	2,890,317.99	428,593.61	3,318,911.60
1939-40	16,816.78	3,338,711.73	488,871.73	3,804,400.24
1944-45	48,538.96	1,774,531.97	33,778.17	1,826,849.10
1949-50	5,893,974.23	22,104,092.66	3,101.11	28,001,168.00
1954-55	9,194,988.86	34,449,132.59	671,151.51	44,315,272.96
1959-60	1,623,003.97	44,909,693.85	1,368,262.35	47,900,960.17
1960-61	950,070.34	50,500,816.89	2,152,606.46	53,603,493.69
1961-62	718,159.34	49,179,706.24	1,749,187.42	51,647,053.00
1962-63	48,693.47	44,084,466.25	1,844,984.71	45,978,144.43
1963-64	35,330.03	49,367,654.88	2,654,214.38	52,057,199.29
1964-65	8,892.52	55,398,444.10	1,450,778.46	56,858,115.08
1965-66**	20,650,000.00	49,367,654.88	2,654,214.38	52,057,199.29

*Included vocational, textbook, and other state funds.

**Estimated

Expenditures per pupil indicate what is spent for public education in relation to the number of pupils. The summary for certain selected years is as follows (see pages 32-34 for expenditures by administrative units):

PER PUPIL EXPENDITURES

Year	Average Daily Attend.	Current Expense				Capital Outlay	Grand Total
		State	Local	Federal	Total		
1934-35	761,433	21.94	2.76	.59	25.29	4.36	29.65
1939-40	790,003	33.29	6.50	.77	40.56	4.82	45.38
1944-45	713,146	55.34	10.19	4.71	70.24	2.56	72.80
1949-50	797,691	106.56	20.33	15.11	142.00	35.10	177.10
1954-55	904,029	136.06	27.68	7.80	171.54	49.02	220.56
1959-60	1,003,455	169.76	39.47	9.54	218.77	47.74	266.51
1960-61	1,024,943	175.37	42.85	9.82	228.04	52.30	280.34
1961-62	1,036,934	219.68	45.29	10.37	275.34	49.81	325.15
1962-63	1,058,183	217.62	48.26	11.74	277.62	43.43	321.05
1963-64	1,082,359	228.56	51.68	10.01	292.25	48.10	340.35
1964-65	1,100,129	250.93	54.57	16.41	321.91	51.68	373.59
1965-66*	1,101,988	267.56	55.35	45.37	368.28	47.23	415.51

*Estimated

State Funds

State funds are appropriated from the General Fund for support of the nine-months term, for vocational education, for free textbooks, for State administration, and for other special purposes.

The Nine Months School Fund

The Nine Months School Fund is allotted by the State Board of Education to the 100 county and 69 (1965-66) city administrative units on the basis of standards determined by the Board. These standards consider such items as salary schedules for various classes of school employees, number of pupils in average daily attendance, size of school, and other budgetary information.

General Control

Salaries of Superintendents—Determined by a State salary schedule which includes the education and the experience of the superintendent up to a maximum of eight years and the average daily membership in the administrative unit for the year preceding each new biennium.

Salaries of Assistant Superintendents—Positions are allotted to the larger administrative units on the basis of the average daily membership for the year preceding each new biennium. For 1966-67 an annual salary of \$9,540 was allotted for each of these positions.

Travel Expense of Superintendents—Allotted to the various administrative units on the basis of the average daily membership of each school administrative unit for the year preceding each new biennium.

Salaries of Clerical Assistants—Allotted to school administrative units on the basis of the average daily membership of each administrative unit for the year preceding each new biennium.

Salaries of Property and Cost Clerks—Allotted to the 100 county administrative units for continuous inventory and cost records on the operation of school buses and other motor vehicles on the basis of the number of buses operated for the year preceding each new biennium. Salaries are determined on a State salary schedule based on experience as a property and cost clerk.

Office Expense—Allotted to each school administrative unit on the basis of the average daily membership of each school unit for the year preceding each new biennium.

County Boards of Education—Funds for the per diem and expenses of the 100 county boards of education are allotted on the basis of \$100 to each unit.

Salaries of Attendance Counselors—Upon review of applications submitted to the State Superintendent of Public Instruction and subsequent approval by the State Board of Education, funds

for the employment of attendance counselors are allotted to administrative units as determined by a schedule which includes the education and experience of the attendance counselor.

Instructional Service

Instructional Salaries—Teaching positions are allotted to administrative units on the basis of average daily attendance for the best continuous six months of the first seven months, together with the average daily absences due to contagious diseases for the same continuous six months, together with other pertinent attendance data, including incoming and outgoing grades and adjustments for dropouts and population changes based on prior experience of the administrative units.

- (1) Elementary schools — 6 for 153 pupils plus 1 for each 27 additional pupils in grades 1 through 3
6 for 171 pupils and 1 for each 30 additional pupils in grades 4 through 8
- (2) High schools — 4 for 80 pupils for the first junior or senior high school; 3 for 60 pupils for each junior or senior high school thereafter and 1 additional for each 30 additional pupils in the remainder

In addition to the base allotment set forth above, an additional position is allotted for each 15 positions allotted to the base allotment.

Separate allotments of positions are made to the administrative units for special education and instruction of the exceptionally talented under rules and regulations adopted by the State Board of Education.

Additional teaching positions may be allotted at the end of the first two weeks of school if the average daily attendance is as much as 31 pupils per teaching position originally allotted.

Teachers employed for State-allotted positions are paid from State funds in accordance with a State-adopted teachers' salary schedule based on education and teaching experience.

Principals are employed from the teaching positions allotted to an administrative unit. A building principal is allowed as one of the teaching positions when the school is assigned from three to seven State-allotted positions. Classified principals are allowed in the number when a school or district has been assigned seven or more State-allotted teaching positions. Such principals are

paid from State funds in accordance with a State-adopted principal's salary schedule based on teaching positions allotted, education and experience.

Positions for supervisors of instruction are allotted on the basis of size of the administrative unit. The supervisor is paid in accordance with the State-adopted salary schedule for supervisors for 10 calendar months. In some instances a supervisor may be employed jointly by two or more units.

Sick Leave for full time Instructional Personnel (teachers, principals, and supervisors) is provided by the "Sick Leave and Substitute Teacher Regulations" adopted by the State Board of Education effective July 1, 1963.

Sick Leave is earned at the rate of five days per school term, is accumulative indefinitely, and is transferred with the teacher if she changes employment from one school unit to another within the North Carolina Public Schools.

Instructional Supplies—An allotment is made to each school administrative unit for instructional supplies at \$1.75 per pupil in average daily membership for the preceding school year.

Clerical Assistance in Schools—An allotment is made to each school administrative unit for clerical assistance in school at \$1.65 per pupil in average daily membership for the preceding year.

Operation of Plant

Allotment of funds for operation of plant—wages of janitors and maids, water, light and power, janitorial supplies and telephone rental—is based upon the State-allotted teaching positions in each administrative unit. In the allotment of funds for fuel, however, the geographic location is considered, since fuel requirements in the eastern and southern parts of the State are less than in the northern and extreme western parts of the State.

Fixed Charges

Funds for fixed charges—compensation for school employees, reimbursement for injury to school employees and tort claims—are allotted on a cash basis.

(1) Claims for medical or hospital expense in connection with injury of an employee must be approved by the State Industrial Commission. Compensation paid for loss of work due to injury is paid in accordance with a schedule approved by the Commission.

(2) Reimbursement for injury of school pupils in connection with bus accidents is paid not in excess of \$600 in accordance with a schedule adopted by the Industrial Commission.

(3) Tort claims are paid upon approval or award of the Industrial Commission or by the courts.

Auxiliary Agencies

Transportation of Pupils—Funds for operating a minimum program of pupil transportation are allotted to the 100 county administrative units. A budget, which includes drivers', mechanics' and other employees' salaries, cost of gas, oil, tires, batteries, repair parts, other necessary supplies, and replacements, is prepared for each county unit. Student drivers are paid at the rate of \$30 per school month. Mechanics, gas truck drivers, and other employees are paid by the calendar month in accordance with a State-adopted salary schedule.

School Libraries—Funds for school libraries—books, magazines, newspapers, and supplies—are allotted to the various administrative units on the basis of \$1.00 per pupil in average daily membership for the prior year.

Child Health Program—Allotment to the school administrative units for the school-health program is made on the basis of \$750 for each county including cities and 35 cents per pupil in average daily membership for the prior school year. Ninety percent of the school-health program funds is used for diagnosis and correction of chronic physical defects. The other 10 percent may be used for salary and travel of health personnel.

Local Funds

Local funds are used to supplement the State current expense budget and to add to that budget in the form of other items (see table on page 25).

Except for the 1949, 1953, and 1963, State building funds and for Federal funds allotted to impacted areas and under other Federal programs, capital outlay budgets have been the responsibility of local governments. Debt service budgets have always been the responsibility of local governments.

Local units have gradually increased participation in the provision of funds for current expense.

EXPENDITURES FROM LOCAL FUNDS

Fiscal Year	Current Expense	Capital Outlay	Debt Service	Total
1934-35	2,099,556.73	3,318,911.60	6,275,718.00	11,694,186.87
1939-40	5,136,723.59	3,804,400.24	6,809,941.71	15,751,065.54
1944-45	7,265,140.49	1,826,849.10	5,950,524.80	15,042,532.38
1949-50	16,214,185.16	22,104,092.66	5,900,230.03	44,218,507.85
1954-55	25,027,038.50	34,449,132.59	9,724,321.99	69,200,493.08
1959-60	40,687,211.00	50,674,846.37	18,252,497.21	109,614,554.58
1960-61	43,923,830.30	50,500,816.89	18,500,000.00	112,924,647.28
1961-62	46,958,730.51	49,179,706.24	18,969,826.00	115,108,262.75
1962-63	51,068,671.09	43,954,164.19	19,123,216.00	114,146,051.28
1963-64	55,935,575.76	49,367,654.88	22,986,424.07	128,289,654.71
1964-65	60,033,845.57	55,398,444.10	23,000,000.00	138,432,289.67
1965-66*	61,000,000.00	49,367,654.88	24,000,000.00	134,367,654.88

*Estimated

Expenditures as to objects and items from the Nine Months School Fund for the two years of the 1964-66 biennium are shown in the accompanying tables.

SUMMARY OF EXPENDITURES STATE NINE MONTHS SCHOOL FUND, 1964-66
(Including School Bus Replacements)

Classification by Objects and Items		1964-65	1965-66
A. State Aid Paid Out by Units			
61. General Control:			
611-1	Salary: Superintendents	\$ 1,877,919.80	\$ 1,867,905.23
611-2	Salary: Asst. Superintendents	835,480.50	883,107.00
612	Travel: Superintendents	53,030.83	52,901.28
613-1	Salaries: Clerical Assts.	847,734.36	898,713.95
613-2	Salaries: Property & Cost Clerks	398,242.76	442,896.62
614	Office Expenses	93,790.35	124,866.41
615	Co. Bd. Ed. Per Diem, Travel	9,890.90	9,999.85
617	Salaries: Attendance Counselors	299,138.63	320,611.60
Total General Control		\$ 4,415,228.13	\$ 4,601,001.94
62. Instructional Service:			
621	Salaries: Elem. Teachers	\$141,122,655.07	\$153,212,259.26
622	Salaries: H. S. Teachers	54,769,921.85	58,837,451.86
623	Salaries:		
1.	Elem. Principals	8,711,399.06	9,702,964.87
2.	High School Principals	6,222,366.95	6,302,214.00
Sub-Total Inst. Salaries		\$210,826,342.93	\$228,054,889.99
624	Instructional Supplies	\$ 2,019,137.35	\$ 2,041,254.76
625-1	Salaries: Supervisors	1,959,195.00	2,088,819.31
627	Clerical Assistance in Schools	1,731,602.86	1,842,473.81
Total Instructional Service		\$216,516,278.14	\$234,027,437.87
63. Operation of Plant:			
631	Wages: Janitors	\$ 6,000,805.81	\$ 6,342,169.93
632	Fuel	2,389,716.21	2,422,740.72
633	Water, Light, Power	1,714,358.14	1,725,653.11
634	Janitors' Supplies	758,337.20	770,679.22
635	Telephones	119,025.44	120,507.57
Total Operation of Plant		\$ 10,982,242.80	\$ 11,381,750.55

Classification by Objects and Items—(Continued)		1964-65	1965-66
65. Fixed Charges:			
653	Compensation: School Employees	\$ 94,758.42	\$ 76,029.41
654	Reimbursement: Injured Pupils	2,685.80	3,907.63
656	Tort Claims	200,033.44	152,826.35
	Total Fixed Charges	\$ 297,477.66	\$ 232,763.39
66. Auxiliary Agencies:			
661 Transportation of Pupils:			
1.	Wages of Drivers	\$ 2,442,102.99	\$ 2,466,708.14
2a.	Gas, Oil, Grease	1,138,094.74	1,213,049.81
2b.	Gas Storage Equipment	1,515.68	4,479.41
3.	Salaries: Mechanics	2,486,467.79	2,782,799.44
4a.	Repair Parts, Batteries	1,039,499.47	1,040,765.11
4b.	Tires & Tubes	509,277.24	517,483.12
4c.	License & Title Fees	597.00	3,737.00
4d.	Garage Equipment	20,743.60	29,111.81
5.	Contract Transportation	20,545.97	3,223.00
	Sub Total (1-5)	\$ 7,658,844.48	\$ 8,061,356.84
6.	Major Replacements	2,210,412.94	2,586,169.40
7.	Principals' Bus Travel	67,417.38	68,149.59
	Total Transportation	\$ 9,936,674.80	\$ 10,715,675.83
662	School Libraries	\$ 1,152,012.85	\$ 1,159,806.93
664	Child Health Program	441,369.21	425,257.84
	Total Auxiliary Agencies	\$ 11,530,056.86	\$ 12,300,740.60
	Total Paid Out by Adm. Units	\$243,741,283.59	\$262,543,694.35
B. State Aid Paid Direct:			
	Printing, Surety Bond Premiums	\$ 5,676.90	\$ 10,259.86
	Exceptionally Talented Children Program	74,589.08	34,140.43
	Shakespeare Project	25,999.97	26,000.00
	Carl Sandburg Project	13,000.00	13,000.00
	Film on Consolidation	11,693.00	
	Governor's School	21,090.00	95,000.00
	Program for the Mentally Retarded	22,459.71	32,554.33
	School Improvement Project	353,000.00	547,663.00
	Learning Institute of N. C.	60,000.00	60,000.00
	Professional Improvement of Teachers ..	107,287.00	
	Education by Television	29,336.00	
	Purchase of Free Textbooks	1,042,352.00	
	Advancement School	618,322.00	387,242.00
	School Lunchroom Program		404,366.00
	Educational Testing Services		2,500.00
	Total Support of Public Schools	\$246,126,089.25	\$264,156,419.97

PER PUPIL EXPENDITURE, BY SOURCE OF FUNDS
Current Expense, 1964-65

Unit Name	ADA	Per Pupil Expenditure, By Source				Percent of Total		
		State	Federal	Local	Total	State	Federal	Local
Alamance	11761	257.48	15.85	38.78	312.11	82.5	5.1	12.4
Burlington	9043	240.68	17.31	63.07	321.06	75.0	5.4	19.6
Alexander	3840	249.08	10.54	14.76	274.38	90.8	3.8	5.4
Alleghany	1693	285.06	15.03	37.37	337.46	84.5	4.5	11.0
Anson	3527	280.59	16.58	38.52	335.69	83.6	4.9	11.5
Morven	917	276.42	13.67	34.96	325.05	85.0	4.2	10.8
Wadesboro	2134	249.06	9.32	45.75	304.13	81.9	3.1	15.0
Ashe	4732	262.32	18.61	19.13	300.06	87.4	6.2	6.4
Avery	2857	280.17	15.76	23.11	319.04	87.8	4.9	7.3
Beaufort	4932	278.01	15.77	50.86	344.64	80.7	4.6	14.7
Washington	4243	246.73	11.24	55.16	313.13	78.8	3.6	17.6
Bertie	6393	254.92	13.25	38.98	307.15	83.0	4.3	12.7
Bladen	8069	250.02	14.70	35.60	300.32	83.3	4.9	11.8
Brunswick	5330	260.25	15.28	30.05	305.58	85.2	5.0	9.8
Buncombe	18612	251.21	16.44	31.81	299.46	83.9	5.5	10.6
Asheville	9322	256.74	13.06	71.83	341.63	75.2	3.8	21.0
Burke	7967	260.51	13.05	32.14	305.70	85.2	4.3	10.5
Glen Alpine	1415	234.66	10.60	48.50	293.76	79.9	3.6	16.5
Morganton	2660	245.21	14.48	54.86	314.55	78.0	4.6	17.4
Cabarrus	7425	261.01	17.99	30.54	309.54	84.3	5.8	9.9
Concord	4121	245.51	16.24	41.24	302.99	81.0	5.4	13.6
Kannapolis	5603	226.48	11.56	25.52	263.56	85.9	4.4	9.7
Caldwell	10215	242.02	12.28	27.94	282.24	85.7	4.4	9.9
Lenoir City	2448	258.88	11.34	76.81	347.03	74.6	3.3	22.1
Camden	1391	271.95	23.20	31.92	327.07	83.1	7.1	9.8
Carteret	6717	247.00	45.65	37.75	330.40	74.8	13.8	11.4
Caswell	5173	263.90	13.63	35.23	312.76	84.4	4.4	11.2
Catawba	8797	251.35	14.20	27.43	292.98	85.8	4.8	9.4
Hickory	6727	246.61	8.85	66.75	322.21	76.5	2.7	20.8
Newton	2883	248.44	12.37	54.25	315.06	78.9	3.9	17.2
Chatham	6846	260.45	13.73	36.10	310.28	83.9	4.4	11.7
Cherokee	1357	295.29	12.11	33.34	340.74	86.6	3.6	9.8
Andrews	1122	251.83	14.02	28.58	294.43	85.5	4.8	9.7
Murphy	1387	271.37	12.41	34.28	318.06	85.3	3.9	10.8
Chowan	800	309.56	10.70	58.88	379.14	81.7	2.8	15.5
Edenton	2230	249.70	13.16	54.46	317.32	78.7	4.1	17.2
Clay	1180	273.43	17.75	42.66	333.84	81.9	5.3	12.8
Cleveland	7723	266.95	16.84	30.06	313.85	85.1	5.4	9.5
Kings Mtn.	4043	240.94	18.87	48.77	308.58	78.1	6.1	15.8
Shelby	4740	261.38	14.36	76.49	352.23	74.2	4.1	21.7
Columbus	10526	261.19	13.85	33.14	308.18	84.8	4.5	10.7
Whiteville	3098	245.14	12.82	49.08	307.04	79.8	4.2	16.0
Craven	8014	241.26	78.36	18.70	338.32	71.3	23.2	5.5
New Bern	5420	236.69	28.91	38.82	304.42	77.8	9.5	12.7
Cumberland	22429	228.16	47.41	15.84	291.41	78.3	16.3	5.4
Fayetteville	11091	238.03	43.57	53.23	334.83	71.1	13.0	15.9
Currituck	1574	268.79	15.31	89.86	373.96	71.9	4.0	24.1
Dare	1242	259.97	24.56	72.77	357.30	72.8	6.9	20.3
Davidson	11265	243.00	14.82	22.30	280.12	86.7	5.3	8.0
Lexington	4938	246.82	9.33	59.19	315.34	78.3	2.9	18.8
Thomasville	3752	239.88	6.80	54.74	301.42	79.6	2.2	18.2
Davie	3806	247.81	14.40	42.76	304.97	81.3	4.7	14.0
Duplin	10318	260.87	20.54	16.86	298.27	87.5	6.9	5.6
Durham	10728	245.93	11.21	80.31	337.45	72.9	3.3	23.8
Durham City	13821	258.21	13.48	112.08	383.77	67.3	3.5	29.2

PER PUPIL EXPENDITURE, BY SOURCE OF FUNDS

Current Expense, 1964-65

Unit Name	ADA	Per Pupil Expenditure, By Source				Percent of Total		
		State	Federal	Local	Total	State	Federal	Local
Edgecombe	7363	249.87	13.51	26.75	290.13	86.1	4.7	9.2
Tarboro	3545	250.68	14.35	34.34	299.37	83.7	4.8	11.5
Forsyth	43762	241.17	4.96	119.37	365.50	66.00	1.3	32.7
Franklin	5438	269.45	9.87	23.24	302.56	89.0	3.3	7.7
Franklinton	1321	254.44	13.72	24.87	293.03	86.8	4.7	8.5
Gaston	21754	244.05	13.34	44.90	302.29	80.7	4.4	14.9
Cherryville	1803	257.15	14.00	49.84	320.99	80.1	4.4	15.5
Gastonia	7451	243.22	10.92	68.76	322.90	75.3	3.4	21.3
Gates	2374	264.95	14.94	24.74	304.63	87.0	4.9	8.1
Graham	1490	280.45	49.79	24.10	354.34	79.1	14.1	6.8
Granville	7876	263.16	12.99	46.68	322.83	81.5	4.0	14.5
Greene	4429	260.91	17.46	38.09	316.46	82.5	5.5	12.0
Guilford	19902	245.95	10.88	64.00	320.83	76.7	3.4	19.9
Greensboro	27408	246.22	11.55	117.85	375.62	65.5	3.1	31.4
High Point	11845	242.85	6.78	117.18	366.81	66.2	1.8	32.0
Halifax	9214	256.73	11.74	32.65	301.12	85.3	3.9	10.8
Roanoke Rapids	3566	234.69	8.09	84.13	326.91	71.8	2.5	25.7
Weldon	2219	237.36	13.72	36.81	287.89	82.4	4.8	12.8
Harnett	11893	253.90	25.67	35.45	315.02	80.6	8.1	11.3
Haywood	6467	258.92	17.50	48.05	324.47	79.8	5.4	14.8
Canton	2561	242.96	15.53	61.10	319.59	76.0	4.9	19.1
Henderson	6085	266.99	15.17	46.08	328.24	81.3	4.6	14.1
Hendersonville	1907	280.24	16.13	131.99	428.36	65.4	3.8	30.8
Hertford	6036	255.58	10.38	33.67	299.63	85.3	3.5	11.2
Hoke	4531	240.14	21.40	27.08	288.62	83.2	7.4	9.4
Hyde	1453	280.60	11.75	27.03	319.38	87.8	3.7	8.5
Iredell	8495	250.75	15.27	30.13	296.15	84.7	5.1	10.2
Mooreville	2246	244.63	10.47	76.10	331.20	73.8	3.2	23.0
Statesville	4621	242.57	13.32	60.24	316.13	76.7	4.2	19.1
Jackson	3413	289.61	14.32	42.09	346.02	83.7	4.1	12.2
Johnston	15601	257.46	14.62	46.09	318.17	80.9	4.6	14.5
Jones	3094	261.21	22.42	26.20	309.83	84.3	7.2	8.5
Lee	3667	244.42	13.16	51.96	309.54	79.0	4.3	16.7
Sanford	3518	242.03	16.36	56.15	314.54	76.9	5.2	17.9
Lenoir	8216	264.88	16.37	53.77	335.02	79.1	4.9	16.0
Kinston	6088	237.31	5.33	79.50	322.14	73.7	1.6	24.7
Lincoln	4684	255.16	13.80	37.55	306.51	83.2	4.5	12.3
Lincolnton	2364	239.85	22.17	40.94	302.96	79.2	7.3	13.5
Macon	3287	278.54	14.53	45.11	338.18	82.4	4.3	13.3
Madison	3347	283.67	13.86	29.80	327.33	86.7	4.2	9.1
Martin	7235	255.85	11.47	43.40	310.72	82.3	3.7	14.0
McDowell	3636	265.26	16.11	26.34	307.71	86.2	5.2	8.6
Marion	2954	242.62	10.80	28.73	282.15	86.0	3.8	10.2
Mecklenburg	68409	240.67	9.59	144.91	395.17	60.9	2.4	36.7
Mitchell	3030	276.21	14.10	23.13	313.44	88.1	4.5	7.4
Montgomery	4711	250.57	16.59	47.33	314.49	79.7	5.3	15.0
Moore	6673	265.95	20.93	52.69	339.57	78.3	6.2	15.5
Pinehurst	737	257.14	8.07	74.72	339.93	75.6	2.4	22.0
Southern Pines	1775	247.76	15.54	95.64	358.94	69.0	4.3	26.7
Nash	11598	251.05	14.92	29.29	295.26	85.0	5.1	9.9
Rocky Mount	7196	247.27	8.74	80.99	337.00	73.4	2.6	24.0
New Hanover	16771	243.78	13.66	69.52	326.96	74.5	4.2	21.3
Northampton	7101	249.54	12.81	27.16	289.51	86.2	4.4	9.4
Onslow	12389	240.59	64.25	1.64	306.48	78.5	21.0	0.5
Orange	4390	260.91	13.51	49.62	324.04	80.5	4.2	15.3
Chapel Hill	4227	241.82	2.85	77.99	322.66	74.9	0.9	24.2

PER PUPIL EXPENDITURE, BY SOURCE OF FUNDS
Current Expense, 1964-65

Unit Name	ADA	Per Pupil Expenditure, By Source				Percent of Total		
		State	Federal	Local	Total	State	Federal	Local
Pamlico	2476	256.32	27.06	33.49	316.87	80.9	8.5	10.6
Pasquotank	2404	264.94	36.77	31.10	332.81	79.6	11.0	9.4
Elizabeth City	3634	251.41	21.22	52.60	325.23	77.3	6.5	16.2
Pender	4888	265.81	23.26	28.84	317.91	83.6	7.3	9.1
Perquimans	2367	263.01	13.02	33.95	309.98	84.8	4.2	11.0
Person	6876	251.84	13.66	38.75	304.25	82.8	4.5	12.7
Pitt	12697	251.86	8.03	30.20	290.09	86.8	2.8	10.4
Greenville	5566	243.39	7.68	45.96	297.03	81.9	2.6	15.5
Polk	1738	291.05	16.24	48.77	356.06	81.7	4.6	13.7
Tryon	807	276.52	9.31	55.18	341.01	81.1	2.7	16.2
Randolph	10126	253.14	13.38	34.47	300.99	84.1	4.4	11.5
Asheboro	4795	243.57	14.07	70.13	327.77	74.3	4.3	21.4
Richmond	4064	263.96	9.40	41.59	314.95	83.8	3.0	13.2
Hamlet	2993	239.15	8.94	45.21	293.30	81.5	3.0	15.5
Rockingham	3194	236.17	13.26	44.00	293.43	80.5	4.5	15.0
Robeson	14023	250.67	12.52	22.68	285.87	87.7	4.4	7.9
Fairmont	2130	241.89	11.06	23.64	276.59	87.5	4.0	8.5
Lumberton	4302	238.31	8.42	41.12	287.85	82.8	2.9	14.3
Maxton	1221	247.94	8.92	23.91	280.77	88.3	3.2	8.5
Red Springs	1569	246.43	26.26	26.73	299.42	82.3	8.8	8.9
Saint Pauls	1794	238.51	15.71	24.30	278.52	85.6	5.7	8.7
Rockingham	4926	265.17	12.04	41.73	318.94	83.1	3.8	13.1
Leaksville	4568	239.78	12.75	83.49	336.02	71.4	3.8	24.8
Madison	2455	253.01	13.07	37.45	303.53	83.4	4.3	12.3
Reidsville	4453	240.54	10.58	70.58	321.70	74.8	3.3	21.9
Rowan	13313	250.60	14.58	36.60	301.78	83.1	4.8	12.1
Salisbury	3922	257.59	12.71	91.58	361.88	71.2	3.5	25.3
Rutherford	10333	263.63	18.16	33.54	315.33	83.6	5.8	10.6
Sampson	9019	272.96	23.87	31.02	327.85	83.3	7.3	9.4
Clinton	3297	244.20	16.59	51.08	311.87	78.3	5.3	16.4
Scotland	7433	260.04	19.01	45.40	324.45	80.1	5.9	14.0
Stanly	6393	256.07	14.50	44.11	314.68	81.4	4.6	14.0
Albemarle	3108	244.99	14.29	79.76	339.04	72.3	4.2	23.5
Stokes	5083	263.37	17.69	33.85	314.91	83.6	5.6	10.8
Surry	7218	269.42	19.02	27.68	316.12	85.2	6.0	8.8
Elkin	1283	251.87	18.75	62.24	332.86	75.7	5.6	18.7
Mount Airy	3027	246.87	14.61	53.57	315.05	78.4	4.6	17.0
Swain	1926	272.97	14.34	34.89	322.20	84.7	4.5	10.8
Transylvania	4031	257.13	17.87	47.97	322.97	79.6	5.5	14.9
Tyrrell	1107	286.79	15.44	40.45	342.68	83.7	4.5	11.8
Union	8226	257.35	18.29	31.29	306.93	83.8	6.0	10.2
Monroe	2941	249.00	15.76	47.82	312.58	79.7	5.0	15.3
Vance	3522	260.44	10.62	45.78	316.84	82.2	3.4	14.4
Henderson	4903	240.56	9.42	43.83	293.81	81.9	3.2	14.9
Wake	21195	249.25	12.60	56.77	318.62	78.2	4.0	17.8
Raleigh	18824	238.26	8.84	78.88	325.98	73.1	2.7	24.2
Warren	5073	275.91	21.46	31.18	328.55	84.0	6.5	9.5
Washington	3829	249.39	15.51	30.07	294.97	84.5	5.3	10.2
Watauga	3707	281.72	12.74	27.75	322.21	87.4	4.0	8.6
Wayne	11797	251.48	39.79	17.32	308.59	81.5	12.9	5.6
Fremont	494	254.27	11.16	50.57	316.00	80.5	3.5	16.0
Goldboro	8039	234.32	32.86	41.99	309.17	75.8	10.6	13.6
Wilkes	8988	247.42	16.11	22.57	286.10	86.5	5.6	7.9
N. Wilkesboro	1925	248.54	13.90	40.28	302.72	82.1	4.6	13.3
Wilson	4925	267.89	13.70	30.36	311.95	85.9	4.4	9.7
Elm City	1537	249.70	11.96	35.79	297.45	83.9	4.0	12.1
Wilson	7499	240.02	7.93	51.44	299.39	80.2	2.6	17.2
Yadkin	5247	261.99	14.34	28.43	304.76	86.0	4.7	9.3
Yancey	3336	260.52	10.68	17.32	288.52	90.3	3.7	6.0
State	1,100,129	250.93	16.14	55.38	322.44	78.0	5.0	17.0
County	789,339	253.33	17.08	49.11	319.52	79.3	5.3	15.4
City	310,790	244.83	13.75	68.44	327.02	74.9	4.2	20.9

STAFF-PUPIL RATIO 1965-66

Unit Name	Average Daily Attendance 1-12	Total Staff			Staff-Pupil Ratio	
		State Paid	Local Paid	Total	State	Total
Alamance	11,825	506	2	508	23.4	23.3
Burlington	9,156	373	34	407	24.5	22.5
Alexander	3,827	159	2	161	24.1	23.8
Alleghany	1,681	71	2	73	23.7	23.0
Anson	3,411	150	2	152	22.7	22.4
Morven	881	40	2	42	22.0	21.0
Wadesboro	2,144	86	4	90	24.9	23.8
Ashe	4,612	204	2	206	22.6	22.4
Avery	2,769	117		117	23.7	23.7
Beaufort	4,975	216	5	221	23.0	22.5
Washington	4,235	170	13	183	24.9	23.1
Bertie	6,373	268	7	275	23.8	23.2
Bladen	7,726	328		328	23.6	23.6
Brunswick	5,194	235	2	237	22.1	21.9
Buncombe	18,869	782	22	804	24.1	23.5
Asheville	9,021	379	38	417	23.8	21.6
Burke	8,002	339	25	364	23.6	22.0
Glen Alpine	1,485	59	5	64	25.2	23.2
Morganton	2,410	102	4	106	23.6	22.7
Cabarrus	7,377	314	2	316	23.5	23.3
Concord	4,035	172	8	180	23.5	22.4
Kannapolis	5,683	236	5	241	24.1	23.6
Caldwell	10,485	443	3	446	23.7	23.5
Lenoir	2,228	97	13	110	23.0	20.3
Camden	1,414	62		62	22.8	22.8
Carteret	6,601	295	6	301	22.4	21.9
Caswell	5,026	213	4	217	23.6	23.2
Catawba	8,890	375	3	378	23.7	23.5
Hickory	6,741	275	30	305	24.5	22.1
Newton	2,913	124	8	132	23.5	22.1
Chatham	6,729	293	4	297	23.0	22.7
Cherokee	1,310	56		56	23.4	23.4
Andrews	1,092	46	1	47	23.7	23.7
Murphy	1,315	59	1	60	22.3	21.9
Chowan	774	31	4	35	25.0	22.1
Edenton	2,220	100	6	106	22.2	21.0
Clay	1,167	47	1	48	24.8	24.3
Cleveland	7,783	332	6	338	23.4	23.0
Kings Mountain	3,964	169	6	175	23.5	22.7
Shelby	4,674	196	30	226	23.8	20.6
Columbus	10,260	442	9	451	23.2	22.7
Whiteville	3,090	128	1	129	24.1	24.0
Craven	8,063	340	38	378	23.7	21.3
New Bern	5,509	220	15	235	25.0	23.4
Cumberland	23,741	971	9	980	24.5	24.2
Fayetteville	11,441	466	60	526	24.6	21.8
Currituck	1,545	68	6	74	22.7	20.9
Dare	1,287	53	7	60	24.3	21.5
Davidson	11,428	473	9	482	24.2	23.7
Lexington	4,964	195	13	208	25.5	23.9
Thomasville	3,733	153	11	164	24.4	22.8
Davie	3,872	159	4	163	24.4	23.8
Duplin	9,989	433	2	435	23.1	23.0
Durham	11,219	469	60	529	23.9	21.2
Durham	13,601	568	94	662	23.9	20.5
Edgecombe	7,319	300	7	307	24.4	23.8
Tarboro	3,548	151	13	164	23.5	21.6
Forsyth	44,329	1,805	245	2,050	24.6	21.6

STAFF-PUPIL RATIO 1965-66

Unit Name	Average Daily Attendance 1-12	Total Staff			Staff-Pupil Ratio	
		State Paid	Local Paid	Total	State	Total
Franklin	5,380	228	1	229	23.6	23.5
Franklinton	1,309	59		59	22.2	22.2
Gaston	21,702	907	11	918	23.9	23.6
Cherryville	1,784	71	8	79	25.1	22.6
Gastonia	7,435	299	35	334	24.9	22.3
Gates	2,364	96	2	98	24.6	24.1
Graham	1,481	67		67	22.1	22.1
Granville	7,831	337	20	357	23.2	21.9
Greene	4,462	178	6	184	25.1	24.3
Guilford	20,034	841	53	894	23.8	22.4
Greensboro	28,041	1,134	227	1,361	24.7	20.6
High Point	11,791	479	73	552	24.6	21.4
Halifax	9,361	394	6	400	23.8	23.4
Roanoke Rapids	3,540	149	12	161	23.8	22.0
Weldon	2,277	96		96	23.7	23.7
Harnett	11,708	503	6	509	23.3	23.0
Haywood	8,902	384	18	402	23.2	22.1
Henderson	6,273	264	3	267	23.8	23.5
Hendersonville	1,672	80	25	105	20.9	15.9
Hertford	6,106	251	9	260	24.3	23.5
Hoke	4,564	202	7	209	22.6	21.8
Hyde	1,385	67		67	20.7	20.7
Iredell	8,477	356	3	359	23.8	23.7
Mooresville	2,258	96	10	106	23.5	21.3
Statesville	4,638	187	16	203	24.8	22.8
Jackson	3,292	139	11	150	23.7	21.9
Johnston	15,155	652	42	694	23.2	21.8
Jones	3,051	133	4	137	22.9	22.3
Lee	3,572	156	3	159	22.9	22.5
Sanford	3,570	148	11	159	24.1	22.5
Lenoir	7,947	352	22	374	22.6	21.2
Kinston	6,047	238	38	276	25.4	21.9
Lincoln	4,721	199	4	203	23.7	23.3
Lincolnton	2,378	102		102	23.3	23.3
Macon	3,190	142	1	143	22.5	22.3
Madison	3,171	139	1	140	22.8	22.7
Martin	7,108	304	21	325	23.4	21.9
McDowell	3,657	158	3	161	23.1	22.7
Marion	2,809	115	2	117	24.4	24.0
Mecklenburg	70,212	2,828	548	3,376	24.8	20.8
Mitchell	2,941	126	1	127	23.3	23.2
Montgomery	4,688	198	7	205	23.7	22.9
Moore	6,722	291	11	302	23.1	22.3
Pinehurst	719	34	3	37	21.1	19.4
Southern Pines	1,787	78	13	91	22.9	19.6
Nash	11,490	483	3	486	23.8	23.6
Rocky Mount	7,102	299	41	340	23.8	20.9
New Hanover	16,672	695	45	740	24.0	22.5
Northampton	7,043	298	16	314	23.6	22.4
Onslow	12,591	519	23	542	24.3	23.2
Orange	4,425	191	13	204	22.0	21.7
Chapel Hill	4,307	184	33	217	23.4	19.8
Pamlico	2,462	105	1	106	23.4	23.2
Pasquotank	2,380	108	2	110	22.0	21.6
Elizabeth City	3,543	150	12	162	23.6	21.9
Pender	4,760	205	6	211	23.2	22.6
Perquimans	2,332	101	2	103	23.1	22.6
Person	6,872	291	3	294	23.6	23.4

STAFF-PUPIL RATIO 1965-66

Unit Name	Average Daily Attendance 1-12	Total Staff			Staff-Pupil Ratio	
		State Paid	Local Paid	Total	State	Total
Pitt	12,553	528	19	547	23.8	22.9
Greenville	5,598	228	8	236	24.6	23.7
Polk	1,740	77	1	78	22.6	22.3
Tryon	783	34	4	38	23.0	20.6
Randolph	10,426	447		447	23.3	23.3
Asheboro	4,612	195	14	209	23.7	22.1
Richmond	3,977	162	7	169	24.5	23.5
Hamlet	3,013	125	5	130	24.1	23.2
Rockingham	3,204	138	3	141	23.2	22.7
Robeson	13,998	583	1	584	24.0	24.0
Fairmont	2,190	96		96	22.8	22.8
Lumberton	4,279	179	6	185	23.9	23.1
Maxton	1,184	53		53	22.3	22.3
Red Springs	1,535	65	3	68	23.6	22.6
Saint Pauls	1,829	74	2	76	24.7	24.1
Rockingham	5,039	210	5	215	24.0	23.4
Leaksville	4,617	196	9	205	23.6	22.5
Madison	2,463	104	4	108	23.7	22.8
Reidsville	4,506	188	14	202	24.0	21.8
Rowan	13,396	557	33	590	24.1	22.7
Salisbury	3,976	165	19	184	24.1	21.6
Rutherford	10,266	436	8	444	23.5	23.1
Sampson	8,748	398	6	404	22.0	21.7
Clinton	3,393	144	3	147	23.6	23.1
Scotland	7,623	314	19	333	24.3	22.9
Stanly	6,315	275	8	283	23.0	22.3
Albemarle	2,966	127	14	141	23.4	21.0
Stokes	5,045	219	4	223	23.0	22.6
Surry	7,191	315		315	22.8	22.8
Elkin	1,251	54	7	61	23.2	20.5
Mount Airy	2,886	123	10	133	23.5	21.7
Swain	1,866	75	1	76	24.9	24.6
Transylvania	4,022	169	11	180	23.8	22.3
Tyrrell	1,059	47	1	48	22.5	22.1
Union	8,327	357	7	364	23.3	22.9
Monroe	2,932	115	13	128	25.5	22.9
Vance	3,365	146	7	153	23.0	22.0
Henderson	4,949	204	5	209	24.3	23.7
Wake	21,983	920	74	994	23.9	22.1
Raleigh	19,603	770	130	900	25.5	21.8
Warren	5,230	207	6	213	25.3	24.6
Washington	3,816	165	4	169	23.1	22.6
Watauga	3,606	160	15	175	22.5	20.6
Wayne	11,744	513	29	542	22.9	21.7
Fremont	474	20	3	23	23.7	20.6
Goldsboro	8,037	337	3	340	23.8	23.6
Wilkes	8,905	370	2	372	24.1	23.9
North Wilkesboro	1,886	77	6	83	24.5	22.7
Wilson	4,881	195	2	197	25.0	24.8
Elm City	1,466	63	3	66	23.3	22.2
Wilson	7,501	295	15	310	25.4	24.2
Yadkin	5,132	222	2	224	23.1	22.9
Yancey	3,156	130	4	134	24.3	23.6
North Carolina	1,101,988	46,165	2,991	49,156	23.9	22.4
100 Counties	793,765	33,434	1,714	35,148	23.7	22.6
69 Cities	308,223	12,731	1,277	14,008	24.2	22.0

III. The Public Schools

ORGANIZATION AND NUMBER

The basic organizational pattern in North Carolina's public school system consists of a 12 year program; the first eight years make up the elementary school and the last four years the secondary or high school. In recent years, new programs, changing needs, and conditions have brought about an increasing tendency for many of the State's 169 administrative units to deviate from the basic 8-4 pattern. In 1965-66 there were 2,164 separately organized schools in the State.

NUMBER OF SEPARATELY ORGANIZED SCHOOLS BY TYPE			
	1963-64	1964-65	1965-66
Regular Four Year High Schools (9-12)	137	145	152
Senior High Schools (10-12)	49	54	55
Union Schools (both Elementary and High School Levels, Usually 1-12)	493	453	405
Junior-Senior High Schools (7-12)	46	49	51
Regular Junior Highs (7-9)	73	81	85
Irregular Junior Highs (1-9)	29	38	26
Incomplete Union Schools (High School Incomplete) ...	13	2	9
Elementary Schools (No Grade Above Eight)	1,310	1,337	1,373
Special (Orthopedic, Sanatoriums, etc.)	4	6	8
Grand Total	2,154	2,165	2,164

Elementary Schools

In 1965-66 a total of 1,949 schools had elementary level instruction included in the overall instructional program. The accompanying table includes all schools which had any grade from one through eight as a part of its program. (In compiling data for this table, *only* the elementary portion of the school was considered in schools containing more than one level of instruction, as is the case in union schools, junior-senior high schools, junior high schools, irregular junior high schools, and incomplete union schools.)

The elimination of the very small and relatively ineffective elementary school through continuing emphasis on a planned program of consolidation is graphically illustrated in this table. In 1929-30, there were 4,050 one-, two-, and three-teacher schools in North Carolina; by 1944-45, the number of schools in this category had decreased to 1,816; and by 1963-64, such schools had been drastically reduced, with only 74 remaining in operation. The number of schools with 15 or more teachers increased from 182 in 1934-35 to 279 in 1944-45 and to 1,029 (more than 50% of the total) in 1965-66.

NUMBER OF PUBLIC SCHOOLS WITH ELEMENTARY GRADES

Year	1 Teacher	2-3 Teachers	4-6 Teachers	7-9 Teachers	10-14 Teachers	15 or more Teachers	Total
1929-30	2,131	1,919	1,424	—	—	—	5,474
1934-35	1,486	1,464	587	446	340	182	4,505
1939-40	1,051	1,208	564	461	370	202	3,856
1944-45	811	1,005	492	465	428	279	3,480
1949-50	363	777	457	420	433	402	2,852
1954-55	99	207	349	266	451	645	2,217
1959-60	16	117	284	348	440	814	2,019
1960-61	16	100	260	338	455	827	1,996
1961-62	14	94	219	324	468	858	1,977
1962-63	14	74	201	311	478	906	1,984
1963-64	11	63	200	278	502	914	1,968
1964-65	10	56	194	252	526	922	1,960
1965-66	3	32	156	287	442	1,029	1,949

High Schools

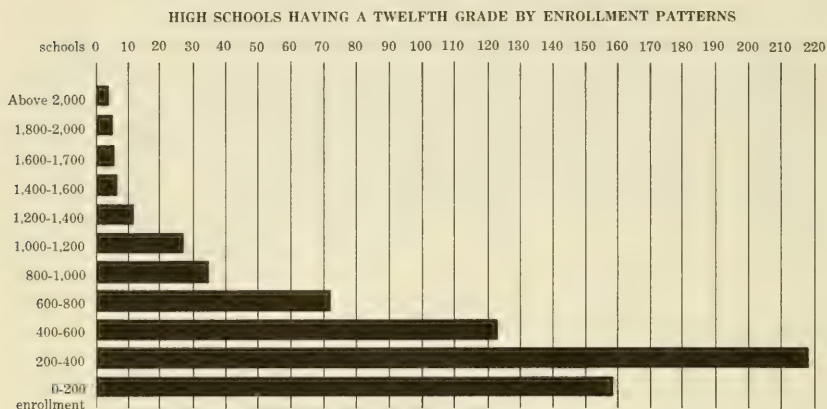
A complete high school contains grades 9, 10, 11, and 12 or grades 10, 11, and 12. Regular four year high schools (grades 9-12), senior high schools (grades 10-12), union schools (usually grades 1-12), and junior-senior high schools (grades 7-12) are all complete high schools and all award diplomas based on a prescribed program of studies. In addition, other schools contain one or more high school grades, including junior high schools, irregular junior high schools, and incomplete union schools.

The consolidation of the very small high school with its limited curriculum has followed a pattern similar to that found for the elementary school. In 1929-30, a total of 145 North Carolina high schools had either one or two teachers; by 1944-45 this figure had decreased to 89; by 1965-66, only three such schools were still operating. The number of high schools with 12 or more teachers increased from 63 in 1934-35 to 73 in 1944-45 and to 520 in 1965-66.

NUMBER OF PUBLIC SCHOOLS WITH HIGH SCHOOL GRADES

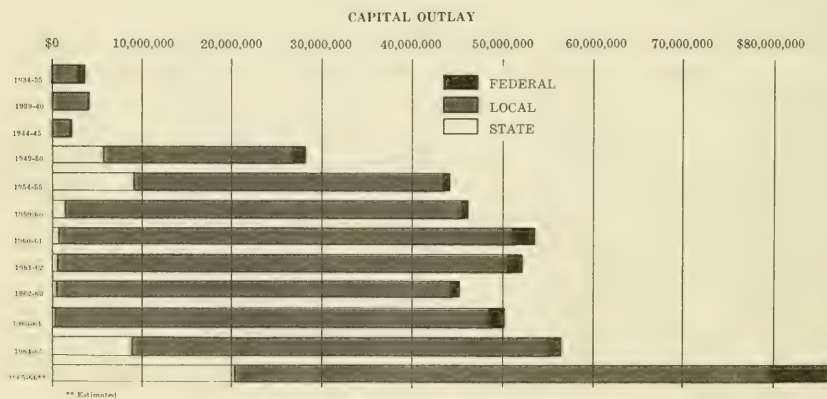
Year	1-2 Teachers	3-5 Teachers	6-11 Teachers	12 or more Teachers	Total
1929-30	145	455	266	—	866
1934-35	118	502	331	63	914
1939-40	68	463	348	96	975
1944-45	89	472	344	73	978
1949-50	45	323	454	136	958
1954-55	32	184	480	237	933
1959-60	16	112	424	348	900
1960-61	16	105	398	369	888
1961-62	16	87	387	380	870
1962-63	16	79	365	390	850
1963-64	15	62	350	413	840
1964-65	11	49	306	456	822
1965-66	3	31	229	520	783

In 1965-66 there were 663 complete high schools that were authorized to award diplomas signifying graduation.



FACILITIES AND PROPERTY VALUE

The erection of schoolhouses and the care of school property are the responsibility of county and city boards of education. Construction is financed by bond issues, borrowed money, gifts, tax levies, State grants, and—in Federally impacted counties—by Federal grants under PL 815. A limited amount of Federal funds has been made available for capital outlay purposes through the Elementary and Secondary Education Act (ESEA) and through the National Defense Education Act.



The 1963 General Assembly enacted legislation calling for a referendum authorizing the issuance of \$100,000,000 in State bonds with the proceeds to be distributed to North Carolina's 169 administrative units. The purpose was to "provide grants-in-aid to the various counties of the State for the construction, reconstruction, enlargement, improvement and renovation of public school facilities, and for the purchase of such equipment as shall be essential to the efficient operation of the facilities." The referendum was passed November 3, 1964.

State funds from the bond issue were made available in July of 1965 (a few projects were under construction in anticipation of State funds being available after July 1, 1965). As of September 7, 1966, 105 administrative units had developed long-range plans for total school development and submitted them to the State Board of Education for approval. As of that date, 163 applications from 73 administrative units had been submitted to the State Board of Education for specific projects. The 163 projects represent \$43,574,878.41 of State bond money and \$22,171,306.36 of local and Federal funds for a grand total of \$65,746,184.77. This amount does not include money for projects paid for *entirely* from the local or Federal funds.

Value of Property

The value of all school property—sites and buildings, furniture and equipment, including library books—increases as additional new facilities are provided. The total value of all school property in 1965-66 was \$994,752,404. This amounted to \$828 per pupil enrolled.

APPRAISED VALUE OF SCHOOL PROPERTY

	Total	Per Pupil Enrolled
1919-20	\$ 24,047,838	\$ 34.80
1924-25	70,705,835	87.31
1929-30	110,421,315	127.37
1934-35	106,599,972	119.42
1939-40	118,897,874	133.46
1944-45	132,945,557	163.56
1949-50	231,008,069	258.47
1954-55	480,051,815	480.02
1959-60	711,454,884	643.46
1960-61	756,862,521	673.47
1961-62	829,685,500	726.79
1962-63	856,254,654	736.77
1963-64	888,256,162	748.54
1964-65	937,066,657	778.82
1965-66	994,752,404	828.00

LENGTH OF SCHOOL TERM

The minimum constitutional school term of 120 days, established by an amendment in 1917, became effective in 1919-20. Administrative units and districts were permitted to extend the term by a vote of the people.

The State, by act of the General Assembly of 1931, assumed responsibility for financial support of the six-month term on State standards of cost. Aid was continued up to eight months on a uniform basis in special high school districts.

In 1933 an eight-month uniform State-supported school term was established. This term was extended to nine months in 1943.

ENROLLMENT AND ATTENDANCE

In 1965-66 North Carolina public schools had 1,201,139 pupils enrolled in grades 1-12. A total of 869,213 pupils were enrolled in grades 1-8, and 335,138 pupils were enrolled in grades 9-12.

Average daily attendance for 1965-66 was 800,720 in grades 1-8 and 301,268 in grades 9-12, for an overall total of 1,101,988.

ENROLLMENT, ATTENDANCE, AND MEMBERSHIP			
Year	Enrollment		Total
	Elementary	High School	
1939-40	687,690	203,039	890,729
1944-45*	683,746	129,080	812,826
1949-50	711,804	181,941	893,745
1954-55	785,005	215,070	1,000,075
1959-60	844,346	261,066	1,105,412
1960-61	857,370	266,459	1,123,829
1961-62	855,767	285,874	1,141,641
1962-63	857,179	304,992	1,162,171
1963-64	862,291	324,367	1,186,658
1964-65	865,467	335,672	1,201,139
1965-66	869,213	335,138	1,204,351
Year	Average Daily Attendance		Total
	Elementary	High School	
1939-40	606,768	183,235	790,003
1944-45*	599,139	114,007	713,146
1949-50	635,627	162,064	797,691
1954-55	712,717	191,312	904,029
1959-60	770,736	232,719	1,003,455
1960-61	786,060	238,883	1,024,943
1961-62	780,515	256,419	1,036,934
1962-63	783,682	274,501	1,058,183
1963-64	790,151	292,639	1,082,790
1964-65	797,648	302,484	1,100,132
1965-66	800,720	301,268	1,101,988
Year	Average Daily Membership		Total
	Elementary	High School	
1939-40	654,062	192,190	846,252
1944-45*	649,044	120,862	769,906
1949-50	686,014	172,204	858,218
1954-55	760,907	203,559	964,466
1959-60	822,534	247,941	1,070,475
1960-61	834,722	253,392	1,088,114
1961-62	833,390	272,852	1,106,242
1962-63	834,358	291,602	1,125,960
1963-64	839,639	309,500	1,149,139
1964-65	842,276	320,691	1,162,967
1965-66	845,013	319,639	1,164,652

*The eighth grade was transferred to the elementary schools in 1943-44, and the twelfth grade was added to the high school.

ENROLLMENT AND PERCENTAGE BY GRADES

Grade	1959-60		1964-65		1965-66	
First	116,021	10.5	115,145	9.6	115,487	9.6
Second	110,741	10.0	111,765	9.3	109,847	9.1
Third	107,669	9.7	108,823	9.1	109,599	9.1
Fourth	103,801	9.4	106,921	8.9	107,200	8.9
Fifth	104,634	9.5	105,983	8.8	105,223	8.7
Sixth	105,655	9.6	103,084	8.6	104,747	8.7
Seventh	107,569	9.7	103,263	8.6	103,340	8.6
Eighth	86,656	7.8	98,670	8.2	100,601	8.4
Ungraded	1,600	0.1	11,813	1.0	13,169	1.1
Elementary	844,346	76.3	865,467	72.1	869,213	72.2
Ninth	80,802	7.3	96,505	8.0	99,145	8.2
Tenth	69,904	6.3	89,695	7.5	88,520	7.3
Eleventh	61,559	5.6	77,597	6.5	76,792	6.4
Twelfth	48,748	4.4	71,315	5.9	69,893	5.8
Ungraded	53	0.1	560	0.0	788	0.1
High School	261,066	23.7	335,672	27.9	335,138	27.8
Total	1,105,412	100.0	1,201,139	100.0	1,204,351	100.0

PROMOTIONS

Nearly 94 percent of the pupils in school were promoted to the next highest grade at the end of the 1965-66 school year.

PROMOTIONS

Year	No.	Total	%
1934-35	652,360		79.4
1939-40	685,223		82.0
1944-45	659,302		86.8
1949-50	782,054		92.0
1954-55	890,265		92.3
1959-60	980,979		92.7
1960-61	1,002,938		93.0
1961-62	1,018,655		93.0
1962-63	1,041,971		93.4
1963-64	1,067,013		93.7
1964-65	1,082,952		93.9
1965-66	1,082,799		93.8

*Of Membership (last day)

HIGH SCHOOL GRADUATES

It will be noted from the following table that the number of high school graduates in 1964-65 exceeded the number the previous year by more than 14,200—by far the largest one-year increase on record. This was due to the fact that this graduating class represented the peak years in births immediately following World War II.

HIGH SCHOOL GRADUATES

Year	No.	Total	%
1934-35	22,064		91.9
1939-40†	31,529		92.5
1944-45**	26,929		95.7
1949-50	30,485		98.2
1954-55	36,601		97.7
1959-60	45,271		97.3
1960-61	50,187		97.9
1961-62	48,068		96.9
1962-63	48,480		99.0
1963-64	53,091		99.0
1964-65	67,401		98.3
1965-66	66,187		99.2

*Of Membership (last day)

**Percent from 12th grade only this and following years.

†Completion of eleventh grade.

The final table, based on follow-up studies of high school graduates conducted over the past decade, shows that the percentage of graduates continuing their formal education beyond high school increased from 37.5 in 1955 to 51.8 in 1965. The relative increase for trade, business, nursing and other schools was considerably greater than that for colleges.

WHAT BECOMES OF HIGH SCHOOL GRADUATES

Percentage Succeeding Year

Year Graduated	In Senior Colleges	In Junior Colleges	Total In Colleges	In Trade, Bus., Nursing Schools	Total in Schools, Colleges	Military Services	Work, Etc.
1955	26.2	5.1	31.3	6.2	37.5	6.6	55.9
1956	26.6	5.7	32.3	5.9	38.2	6.8	55.0
1957	25.7	5.9	31.6	8.4	40.0	6.2	53.8
1958	27.2	6.4	33.6	8.6	42.2	5.3	52.5
1959	27.2	6.1	33.3	8.3	41.6	4.8	53.6
1960	28.8	6.2	35.0	8.5	43.5	4.8	51.7
1961	30.5	6.4	36.9	9.2	46.1	4.9	49.0
1962	30.5	6.3	36.8	10.8	47.6	4.9	47.5
1963	30.7	5.4	36.1	11.0	47.1	4.8	48.1
1964	31.1	5.9	37.0	12.1	49.1	4.1	46.8
1965	30.8	7.3	38.1	13.7	51.8	3.8	44.4

IV. Instructional Personnel

NUMBER

A total of 46,283 teachers were employed in 1965-66, of which 31,488 were elementary school teachers and 14,795 taught in the secondary schools of the State. During the same year there were 2,348 principals and supervisors employed, of which 1,645 were in the elementary schools and 703 were in the high schools.

NUMBER OF TEACHERS

Year	Elementary	High School	Total
1929-30	18,702	4,674	23,375
1934-35	18,193	4,463	22,656
1939-40	18,189	6,341	24,530
1944-45	19,357	5,177	24,534
1949-50	20,663	6,828	27,491
1954-55	23,922	8,391	32,313
1959-60	26,765	10,447	37,212
1960-61	27,307	10,6 8	37,935
1961-62	28,491	11,523	40,014
1962-63	28,884	12,503	41,397
1963-64	29,764	13,689	43,453
1964-65	30,626	14,197	44,823
1965-66	31,488	14,795	46,283

NUMBER OF PRINCIPALS AND SUPERVISORS

1929-30	284	121	405
1934-35	282	774	1,056
1939-40	426	870	1,296
1944-45	470	911	1,381
1949-50*	736	907	1,643
1954-55	1,007	886	1,893
1959-60	1,253	848	2,101
1960-61	1,286	839	2,125
1961-62	1,370	837	2,207
1962-63	1,447	777	2,224
1963-64	1,494	753	2,247
1964-65	1,549	731	2,280
1965-66	1,645	703	2,348

*Supervisors included beginning with this year.

PREPARATION OF PROFESSIONAL PERSONNEL

In preparation, teachers in North Carolina's public schools rank high in comparison with those in other states. Of the total 1965-66 instructional staff of 46,283 teachers, 44,370 (95.9 per-cent) held certificates based on college graduation and above. Only 1,913 of the teachers employed held certificates based on less than college graduation.

Certificate Status of Teachers

Certificate Categories	Number			
	1962-63	1963-64	1964-65	1965-66
Non-Standard	208	129	197	480
Elementary B	6	8	8	9
Elementary A	31	16	15	15
Class C	95	81	73	76
Class B	1,377	1,421	1,301	1,333
Class A	32,841	34,631	35,882	36,974
Graduate	6,827	6,817	7,332	7,396
Totals	41,385	43,103	44,808	46,283

Certificate Status of Principals—1965-66

Certificate Types	Degrees Held	Number
Advanced Principal	Doctorate	15
Advanced Principal	Master's Plus 30	92
Principal	Master's	1,561
Provisional	Bachelor's Plus Approval	170
Elementary Principal	Bachelor's	34
High School Principal	Bachelor's	104
Total		1,976

Scholarships for Teachers

Prospective Teachers Scholarship Loan Fund—In 1957 the General Assembly created the Prospective Teachers Scholarship Loan Fund Program. Appropriations for 300 annual scholarship loan awards of not more than \$350 each and 200 summer term awards of not more than \$75 were provided. Funds were allocated for these annual awards to be extended for four years, or a maximum of \$1,400 per recipient. The 1961 General Assembly expanded the program to provide 450 annual awards.

At the beginning of the 1966-67 school year, the tenth year of the program, 1,685 of North Carolina's teachers could be directly credited to the Prospective Teachers Scholarship Loan Program. The quality of the teachers who were recipients of this financial aid is well above average due, in part, to the large number of well-qualified applicants from which the recipients were chosen. For the past two years an average of 2,078 applications were received prior to the March 1 deadline.

During the 1966-67 school year 2,000 scholarship loan recipients will be enrolled in more than 50 colleges and universities in North Carolina. Over 400 recipients are expected to graduate in June of 1967 and join the 1,685 teachers mentioned earlier. There were recipients from 95 counties in the most

recent group to be awarded the Prospective Teachers Scholarship Loan. A total of 449 recipients have fulfilled their obligation by teaching in the State. Most of them are still teaching in North Carolina; 1,163 participants of the program are currently teaching and simultaneously repaying their financial obligations.

This source of financial aid has gained wide acceptance since its initiation, and has afforded opportunities to many worthy prospective teachers who otherwise might never have attended college. Since the demand for competent teachers is so great at this time, it is apparent that the need for this program will not be satisfied in the near future. To help meet the terrific demand for elementary teachers, 63% of the 1966 awards were made in this area. Steps to increase the amount of the Prospective Teachers Scholarship Loan, and to increase the number of awards available, are in order at this time in view of the personnel needs in the teaching profession in North Carolina.

STATUS OF PROSPECTIVE TEACHERS SCHOLARSHIP LOAN RECIPIENTS

Year	New Awards Made	Currently Enrolled In College 1966-67	Graduated and Teaching	Cancelled and Graduated But Not Teaching	Granted Extension To Begin Teaching	College Work Temporarily Interrupted	Total Accounts Repaid By Cash And Teaching	Deceased
1957	301	0	38	43	1	0	219	0
1958	370	0	112	55	9	0	193	1
1959	338	0	137	70	8	1	121	1
1960	405	0	193	80	26	3	103	0
1961	564	6	256	130	30	16	126	0
1962	604	48	303	112	35	24	82	0
1963	709	440	79	81	9	51	49	0
1964	740	570	44	49	4	36	37	0
1965	547	500	2	27	0	10	8	0
1966	672	672	0	0	0	0	0	0
Total	5250	2236	1164	647	122	141	938	2

Scholarships for Teachers of the Mental Retarded—In 1963 the General Assembly created an act “to provide a program to deal with the problem of mental retardation in the State and to make appropriations therefore.” Section 2 of the act specified \$100,000 of the appropriation for the biennium to be spent for “a teacher’s scholarship program to attract teachers to the area of education for the mentally retarded.”

Rules and regulations for the administration of the scholarships were adopted by the State Board of Education on August 1, 1963. Provisions were made for recipients to receive no more than \$900 for a regular full-time school year, nor more than \$300 for both terms of summer school, and \$20 per semester hour for extension work. All recipients must plan to teach the mentally retarded in North Carolina upon meeting certification requirements.

By the end of the 1964 summer session, 328 scholarship awards had been made. The majority of the awards were to teachers already certified in some other area who wished to become qualified to teach the mentally retarded. By the end of the 1965 summer sessions, 655 awards had been made and \$97,419 had been used.

As of September 1, 1966 a total of 914 awards had been made to 492 individuals amounting to \$139,899. Some of the recipients have received only one award, of perhaps only \$60, while others have received several awards totaling more than \$1,500. The average per recipient is \$284.55.

This financial aid program has been a great asset to our public schools. In the past six years the demand for teachers of the mentally retarded has increased from 195 teachers in 1960 to 925 in 1965. Many of our current teachers of the mentally retarded are not qualified. This program has helped many to become qualified teachers in this vital area.

In-Service Education

The Program for the Professional Improvement of Teachers was established by an appropriation of the General Assembly in 1961. It is administered through regulations adopted by the State Board of Education and is designed to update and upgrade the subject matter knowledge of classroom teachers. The program has three phases: Special In-Service Teacher Education, Summer and Area Institutes, and Special In-Service Television.

Administrative units may organize and conduct local in-service courses in academic subjects through the Special In-Service Teacher Education Program. These courses are tuition free and may be offered with or without college credit. Most of the courses are taught by college personnel. State funds matched by NDEA, Title III, funds are used for most of the courses offered without college credit.

A limited number of offerings are available tuition free through Summer and Area Institute Programs offered by colleges in cooperation with the Division of Professional Services.



A local coordinator leads the discussion after math teachers have viewed an in-service televised mathematics lesson.

These offerings include selected correspondence courses and college credit courses over television. A teacher under contract may take approved courses upon recommendation of the employing superintendent.

Courses are offered by the State Department of Public Instruction via the State educational television network through the Special In-Service Television Program. Television is currently being supplemented by film in order for these courses to be available to all administrative units. Local classes are formed to view television or film and each has a follow-up study session under the direction of a local coordinator.

The following table shows participation in the program during 1964-65 and 1965-66. Additional State funds were available in 1964-65 which were not available in 1965-66. Some NDEA, Title III funds were matched and used for part of 1965-66.

STATUS OF PROFESSIONAL IMPROVEMENT 1964-66								
Year	No. of Adm. Units Involved	Special In-Service Teacher Education Program		Summer and Area Institutes		Special In-Service Television Program		Total Program
		Enrollment	Cost per Contact Hour*	Enrollment	Cost per Contact Hour*	Enrollment	Cost per Contact Hour*	Enrollment
1964-65	154	4,361	\$.63	989	\$.84	9,989	\$.35	15,339
1965-66	157	5,150	\$.58	1,576	\$.57	1,050	\$.18**	7,776

*Cost per contact hour refers to cost computed on the basis of an hour of instruction per teacher completing a program.

**Some aspects not financed due to lack of anticipated funds.

Workshops not financed by State funds and approved travel are two types of in-service opportunities which have been used widely for professional improvement since July 1, 1965. Most of the workshops are in areas not eligible for State financing. Procedures for recognizing credit for travel which meets certain minimum requirements have been authorized. The increased interest and participation in all types of in-service activities is due, in part, to new requirements for second and subsequent renewal of teaching certificates. Teachers must now earn credits every five years to renew certificates.

SUPPLY AND DEMAND

During 1964-65 the colleges and universities in North Carolina produced a total of 5,447 new teachers, including 1,992 elementary and 3,455 secondary school teachers. Approximately half of these new teachers (2,720 or 49.9 percent) began their teaching careers in the North Carolina public school system in 1965-66.

The total demand for new teachers in 1965-66 was 4,329, including 2,571 elementary and 1,758 secondary school teachers. This demand was based on increased enrollment and replacement as a result of homemaking, retirement, illness, advanced study, death, and other employment.

North Carolina loses more new teachers to other states than it receives from them. In the fall of 1965-66, the public schools employed 814 teachers from other states. However, a total of 1,167 teachers who graduated from a college or university in North Carolina during 1964-65 chose to go outside the State to begin their teaching careers in 1965-66.

TEACHER SUPPLY AND DEMAND—1960-1965

Year Graduated	Number Teaching Following Year			
	Supply	Demand	N. C.	Other States
1960	3,768	3,574	1,713	677
1961	3,868	4,496	1,890	792
1962	3,937	3,922	2,061	738
1963	4,391	4,447	2,265	826
1964	4,655	4,113	2,287	1,032
1965	5,447	4,329	2,720	1,167

SALARIES PAID

North Carolina instructional personnel are paid on a monthly basis. Salaries are earned by academic teachers on the basis of 20 teaching days to the month for a nine and one-fourth months term. Vocational teachers earn salaries on a calendar month basis for nine and one-fourth, ten, eleven, or twelve months each year dependent upon the area of service. Supervisors are paid on a 10 months basis, and principals are paid for 10, 10-1/2, or 11 months each year, depending upon the type and size of school.

Approximately 50 percent of the total instructional personnel are paid higher salaries than the State schedule. A number of units employed 2,707 additional instructional personnel who were paid entirely from local funds.

The average annual salary paid all teachers in 1965-66 was approximately \$5,337.

AVERAGE ANNUAL SALARIES, ALL FUNDS

A. Teachers

Year	Elementary	High School*	Total*
1934-35	\$ 543.24	\$ 701.04	\$ 574.32
1939-40	871.96	1,022.21	910.80
1944-45	1,293.53	1,471.47	1,331.08
1949-50	2,560.06	2,736.45	2,603.87
1954-55	3,223.91	3,397.46	3,268.98
1959-60	4,001.20	4,171.23	4,049.01
1960-61	4,333.24	4,507.33	4,382.01
1961-62	4,814.44	5,018.41	4,873.18
1962-63	4,854.78	5,008.80	4,901.31
1963-64	5,000.11	5,636.58	5,043.10
1964-65	5,070.95	5,333.95	5,154.26
1965-66**	5,324.00	5,601.00	5,412.00

*Including Vocational Education teachers

**Estimated

B. Principals and Supervisors

Year	Elementary	High School	Total
1934-35	\$1,074.10	\$1,172.98	\$1,146.58
1939-40	1,529.46	1,647.02	1,608.32
1944-45	1,945.64	2,308.12	2,227.35
1949-50	3,843.21	4,292.28	4,090.84
1954-55	4,825.22	5,423.00	5,105.00
1959-60	5,968.86	6,363.98	6,142.07
1960-61	6,187.83	6,861.15	6,472.05
1961-62	7,461.89	8,179.70	7,751.36
1962-63	7,247.33	8,038.14	7,548.02
1963-64	7,697.78	8,710.62	8,064.70
1964-65	7,789.97	8,925.34	8,181.87
1965-66*	8,164.00	9,354.00	8,575.00

*Estimated

NUMBER EMPLOYED AND AVERAGE SALARIES, STATE FUNDS

A. Teachers

Year	Elementary		High School		Total	
	No.	Average	No.	Average	No.	Average
1939-40	17,946	\$ 836.28	5,261	\$ 869.16	23,207	\$ 843.74
1944-45	19,059	1256.64	3,936	1255.69	22,995	1256.48
1949-50	20,112	2488.83	5,206	2459.97	25,318	2482.90
1954-55	23,183	3125.52	6,518	3073.34	29,701	3114.07
1959-60	25,552	3822.75	8,197	3744.78	33,749	3803.81
1960-61	25,955	3822.89	8,289	3776.65	34,244	3811.70
1961-62	27,240	4666.28	9,046	4600.33	36,286	4649.84
1962-63	27,451	4681.68	9,713	4604.35	37,164	4661.87
1963-64	28,465	4785.50	10,718	4815.53	39,183	4793.72
1964-65	28,555	4942.13	11,489	4767.16	40,044	4891.93
1965-66	29,832	5135.84	11,642	5053.90	41,474	5112.83

B. Principals

1939-40	402	\$1398.85	874	\$1591.87	1,276	\$1531.06
1944-45	426	2000.37	902	2264.41	1,328	2179.71
1949-50	504	3790.22	895	4241.64	1,399	4079.02
1954-55	718	4702.88	868	5320.80	1,586	5041.06
1959-60	944	5560.13	848	6237.03	1,792	5880.45
1960-61	992	5576.32	827	6281.24	1,819	5896.81
1961-62	1,049	6839.06	805	7611.59	1,854	7174.49
1962-63	1,100	6853.51	777	7687.53	1,877	7198.76
1963-64	1,148	7229.87	753	8361.56	1,901	7678.14
1964-65	1,202	7247.42	729	8538.48	1,931	7733.70
1965-66	1,276	7604.20	701	8990.32	1,977	8095.69

C. Supervisors

1949-50	255	\$3054.09
1954-55	265	4015.63
1959-60	237	4827.05
1960-61	238	4812.20
1961-62	267	6403.45
1962-63	277½	6433.37
1963-64	285	6582.79
1964-65	289	6710.02
1965-66	298	7009.46

ATTENDANCE AND TEACHERS

Average daily attendance in proportion to the number of teachers employed indicates the average number of pupils each teacher instructs each day. Allotments of teaching positions filled by teachers paid from State funds are made on the basis of projected current pupil attendance calculated on a formula that anticipates the growth or decline of the administrative unit. (see page 27)

PUPILS IN AVERAGE DAILY ATTENDANCE PER TEACHER EMPLOYED

(Not including classified principals)

Year	Elementary	High School	Total
1929-30	30.6	21.5	28.8
1934-35	34.2	31.1	33.6
1939-40	33.4	28.9	32.2
1944-45	31.0	22.0	29.1
1949-50	30.8	23.7	29.0
1954-55	29.8	22.8	28.0
1959-60	28.9	22.3	27.0
1960-61	28.8	22.5	27.0
1961-62	27.4	22.3	25.9
1962-63	27.1	22.0	25.6
1963-64	26.6	21.3	24.9
1964-65	26.0	21.3	24.5
1965-66	25.4	20.4	23.8

TEACHER MERIT STUDY

A report of the North Carolina Teacher Merit Pay Study was transmitted to the 1965 General Assembly following its approval by the State Board of Education. Subsequently, this comprehensive document was widely disseminated in North Carolina and through the nation.

Major recommendations included: (1) that a uniform, State-wide program of merit pay was not feasible nor practical for the State in 1965; (2) that a merit pay program at the local level appeared possible under a number of provisions deemed necessary for its success; (3) that efforts under way at the State level for the improvement of instruction be continued, strengthened, and expanded; and (4) that additional programs and efforts for the improvement of instruction at the State level and at the local level be initiated and pursued with determination and enthusiasm. Four such programs or efforts were suggested.

The North Carolina Teacher Merit Pay Study, authorized by the 1961 General Assembly and continued by the General Assembly of 1963, was intended from its inception as an educational, experimental study. Approval of Gastonia City, Martin County, and Rowan County by the State Board of Education as pilot centers was based primarily on the demonstrated readiness and willingness of these administrative units to engage in a study of this nature and to profit from it.

The overall purpose of the study was to determine to what degree it is feasible to evaluate teachers with a view to possible increments for outstanding teaching. Underlying this general purpose was the fundamental assumption that improvement in instruction would likely accompany any determined efforts to identify superiority in teaching. Limitations of the study precluded the consideration of pupil progress as well as the opinions of students concerning their teachers.

The project was cooperatively planned, initiated, operated, and evaluated. Evaluative data included reactions to the experimental study as revealed through an opinionaire administered to the approximately 1,200 instructional personnel in the pilot centers; an analysis of specific items in this opinionaire in terms of recipients and non-recipients of merit pay increments; reactions as revealed through voluntary interviews; observations and conclusions of observers and members of local merit study committees; summaries of sub-studies carried on in each of the three pilot centers; and appraisals by superintendents of the three local experiments.

V. Educational Programs

This chapter of the Report discusses the various instructional programs and educational services available in the State. The programs and services are not mutually exclusive of each other or administered as separate entities. The services implement, supplement, enrich, and broaden the basic program and are administered within the framework of the total program. For the current biennium more educational programs and services are available to a greater number of school children than at any previous time in the history of North Carolina. This is the result of Federal, State, and local effort to see that the needs of all children are met in a more equitable manner and that all children have widened educational opportunities.

THE BASIC PROGRAM

The basic or fundamental instruction program provided by the public schools includes curricula which begin with the first grade and continue through the twelfth grade. With few exceptions, as explained in Chapter III, this basic program is divided into two parts: (1) elementary education, K-grade 6; (2) secondary education, grades 7-12.

Language Arts—English

Elementary—Training is centered on the acquisition of proficiency in the skills of reading, writing, speaking, and listening. Language training begins with oral usage and proceeds to the printed and written word, with stress placed upon the relation of language training to the experience of the student. Opportunity for creative activities in language training is provided; a love for books and a capable use of the library are stressed; and at all times an attempt is made to make language arts training an enjoyable experience. Vocabulary building, spelling, and handwriting skills are considered as vital adjuncts to a complete language arts program. Training in reading is provided throughout.

Secondary—Training of a more intense and advanced nature continues in reading, writing, speaking, and listening. Practical applications of these skills are made in efforts to help the student become self-involved in language training. Reading for depth

and breadth is demanded; writing not only involves short essays of an expository nature but also business letters, analyses, reports, research papers, and creative writing, both prose and poetry; speaking skills are practiced both formally and informally; and listening activities are designed for application in life as well as in school.

Grammar study contributes to facility in all language arts skills. Foundations in verbal ability, spelling, and handwriting are extended, and more demands are placed upon the quantity and quality of the student's reading, writing, and speaking.

Opportunities for an introduction to the great literature of the world are provided, and purposeful efforts are directed toward the development of literary appreciation and the techniques of critical evaluation. Continued efforts are made to make language training an enjoyable experience, and attempts are made to lead the student into the related activities of journalism, debating, oratory, and drama.

Mathematics

Elementary—The primary purpose of teaching mathematics in the elementary school is to develop in children the ability to use the number system with understanding so that they can solve the quantitative problems they will face in today's world.

The elementary schools are striving to—

- Help each child understand the structure of mathematics, its uses, its laws and principles, its sequence and order, and the way in which mathematics as a system expands to meet new needs
- Help children recognize situations in daily living requiring mathematical solutions and the appropriate techniques for solving them
- Develop within each child as high a level of skill in computation as is realistic in consideration of that child's potential
- Help each child prepare for the next steps in mathematical learning which are appropriate for him in terms of his potential and his future educational requirements
- Provide some cultural background and acquaintance with the history of mathematics and with the famous mathematicians and their discoveries.

Secondary—The secondary school endeavors to expand and extend the goals of the mathematics program in the elementary school.

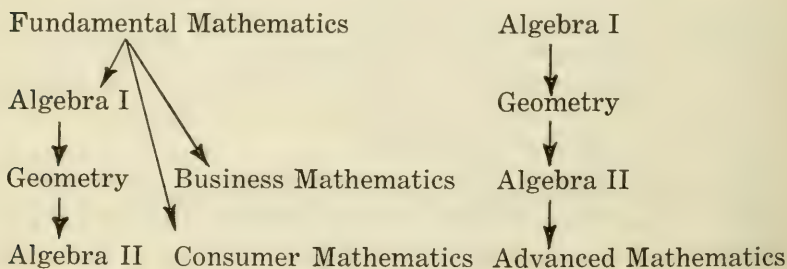


Mathematics equipment, acquired through an NDEA project, contributes to learning.

The mathematics curriculum offers opportunities for students to—

- Further develop and extend computational skills begun in elementary school.
- Gain the competency needed to function successfully in a society which constantly demands social and technological change.
- Attain sufficient background which would enable them to extend their mathematical education beyond high school.

At grade 9 a student may choose to reinforce his basic computational skills by electing Fundamental Mathematics, or he may choose to extend his mathematical knowledge by electing Algebra I. The diagram below indicates the choices in mathematics that a student has in most secondary schools of the State.



Science

Elementary—The elementary science program is broad in scope so that the children have ample opportunity to learn major concepts and basic principles that affect the principal aspects of their environment. Broad understandings are drawn from all areas of science; they are introduced in the early grades and then further developed and expanded throughout the remaining school years.

The primary goals of elementary science are to help children learn basic science information and to develop scientific abilities, skills, attitudes, appreciations, and interests. These goals are achieved as pupils search for the answers to their questions about the world around them, as they learn to develop habits of scientific procedures when searching for answers, as they learn to appreciate the significance of science in the world they know, and as they discover and apply basic scientific principles. Emphasis is placed upon discovery through experimentation and observation and on employing thought processes which lead to valid conclusions.

Instruction in science is often correlated with instruction in other subject areas in order to assist children in understanding important relationships. In so doing, science may be used as one of the vehicles for strengthening the teaching of reading, writing and number skills.

In the fall of 1966 the Department of Public Instruction introduced an instructional program which used television to assist the teaching of science in the primary grades. This instructional

Students work on a science fair project.



program includes a weekly televised science program for children, a weekly in-service program for teachers, and a source-book of resource materials for teachers. The televised programs are broadcast over the North Carolina Educational Television Network.

Secondary—The secondary science program is designed to provide continuity in concept and skill development and to provide continuous growth of interest in science begun in the elementary school. Emphasis is placed on student involvement: planning, experimenting, observing, collecting and interpreting data, and drawing conclusions.

The primary aim of secondary science is to help each child develop—

- An understanding of fundamental facts, skills, and concepts
- The ability to solve problems employing the scientific method
- Scientific attitudes
- An interest in and an appreciation for science as a body of knowledge and as a vital participant of society.

Most high schools in the State offer a basic program in science which includes physical science, biology, chemistry, and physics. In addition, some of the larger schools offer advanced courses. Two units in science (including biology) beyond the eighth grade are required for graduation.

Social Studies

Objectives—"Social studies" is an inclusive but specific term which deals with the development of those understandings, attitudes, appreciations, skills, and abilities necessary to live effectively and productively as an individual, participating citizen in a democratic society. While these may be viewed as the broad objectives of education, the social studies have been assigned a major responsibility in the attainment of these goals.

In a complex, globally-oriented society in which individual needs change at an ever-increasing pace, it is essential that an effective social studies program be provided for all pupils. The kind of program needed will give each pupil the opportunity to acquire knowledge about his society, to learn how it evolved to its present state, and to understand implications for its future, including the basic social values that are constant in a democratic society. In addition, it will provide opportunity for the

pupil to develop skill in critical thinking, skill in drawing conclusions, and skill in making sound, social, political, and economic decisions.

Elementary—The elementary school social studies program is made up of content from the social science disciplines. These are adapted to the maturity levels of elementary school pupils. The content is correlated with material from the related areas of art, music, literature, science, safety, and health to provide a program of depth and breadth. Social studies content can be presented by a thematic approach, by problems, or by units. However, the organization of content into comprehensive units of work is most prevalent at the elementary school level. This method provides a means for considerable integration of subject matter.

Secondary—In the seventh and eighth grades and increasingly in the ninth grade, social studies and language arts are taught in a block of time. Content is drawn from the social studies area and language arts skills and literature are correlated with the social studies.

The high school social studies program differs from the elementary program in that the subject areas within the social studies are usually taught as separate disciplines. For example, a course in U. S. History is offered with an emphasis on history as a discipline, but it draws from other disciplines such as geography, political science, and economics when they are applicable. In a good program a course is also correlated with music, art literature, and other related areas.

Art Education

Elementary—Although few elementary schools have adequate services of art specialists, classroom teachers generally express sincere concern for art as an integral part of the school curriculum.

Many North Carolina programs under Titles I and III of the ESEA have included provisions for art specialists in recognition that aesthetic deprivation cripples development of a valued human resource. These art specialists are available during the school year as well as during varied summer programs in the arts.

These same federal sources provide for several art workshops designed to upgrade the teacher's familiarity with the visual



A Christmas mural becomes a class project.

arts. These workshops and summer art programs provide welcome summer employment to art teachers throughout the State.

Secondary—The number of high schools offering art instruction increased from 11% in 1962 to 28% in 1964-65. This increase in art programs has extended the curriculum for the students and has provided employment for a larger percentage of North Carolina's college graduates prepared to teach art.

The State Program of Studies in Art establishes sequential course numbers and descriptions for high school art instruction. While scheduling of students for a designated sequence of art instruction remains a problem, an attempt has been made to provide students with a clearly defined program which develops into more specialized individual art pursuits in the junior and senior year. In a few school units, based on a specialized elementary art program, it is now possible for a student to have four to six sequential years of high school art instruction.

Students who are outstanding in the visual arts continue to receive recognition and awards through participation in the annual Scholastic Art Awards program, the Governor's School, and the Red Cross-National Art Education Association programs.

Music Education

Elementary—Music is a popular activity in every classroom. By its very nature it lends itself to a variety of activities such as singing, listening, playing, body rhythms, and creative expression.

This program is developing as classroom teachers acquire the ability to use music as a functional part of the school day. Music is being used for recreation, as an aid in devotions, and as a part in celebrating special days. It is also being related to

the language arts, social studies, and other areas of the curriculum. Each grade level is engaged in the development of a sequential program of music reading skills, which are an integral part of music instruction.

During this biennium a graded, music appreciation course has been added which emphasizes a study of the elements of music and which exposes every child to great musical masterpieces. Schools are trying to develop a generation of young people who understand, enjoy, and patronize artistic performances.

Secondary—Music performance courses such as chorus and orchestra emphasize an understanding of music theory, the various style periods, and the historical background of the literature studied in addition to the skills of performance. Generally, schools are tending to delay beginning instrumental instruction until the sixth and seventh grades in an effort to guarantee more rapid progress and to guarantee that each student experiences a sequential program of study.

An elective music offering, "consumer" or general music, which was added to the curriculum during the last biennium, is being offered in more high schools every year. This course is designed to give the student who is not primarily interested in performing music an opportunity to develop an understanding of music and the related arts.

A high school chorus enjoys performing.



Health Education

The school has a distinct responsibility in the health and welfare of each student coming under its jurisdiction. It is imperative that students attain basic health knowledge for themselves, their families, and their community. It is during childhood and adolescence that the process of acquiring correct health information and the development of proper health attitudes and practices must begin. A person needs health education in order to protect his health, and he needs abundant health in order to make full use of his education.

The school health program in the elementary and secondary schools covers three broad areas: instruction, services, and environment.

Elementary—The health instruction program in the elementary school (grades 1-8) is required for 30 minutes per day or the equivalent thereof. In the primary grades instruction is directed toward the establishment of desirable habits, attitudes, and behaviorisms. In the middle elementary grades there is further development of desirable health traits, and topics of posture and body mechanics, vision and hearing, accident prevention, and other areas of concern are introduced. In the upper elementary grades emphasis is shifted to study of boy-girl relations, alcohol and narcotics usage, family life education, and personal grooming.

Secondary—The instructional program in grade 9 is taught in conjunction with physical education-health two days per week and physical education three days per week. Among the topics introduced are consumer health, mental health, quackery, and food fallacies.

Services—The health services program for all students covers teacher screening and observation, correction of defects, counseling and guidance, policies for the sick and injured, and provisions, when possible, for medical and dental services.

The School-Health Coordinating Service, using funds appropriated by the legislature, provided for indigent children the following services over the last two biennial periods. The following chart represents the *number* of children who have had corrections made:

	1962-63	1963-64	1964-65	1965-66
Tonsils	2188	1976	1756	1563
Teeth	18224	17435	16716	15280
Ears	191	171	153	575
Hernia	91	117	94	121



An elementary class learns the importance of dental care.

Orthopedic	7	6	5	60
Intestinal Parasites	703	780	435	285
Eyes:				
Examinations	2642	2321	2143	2239
Glasses	4145	3827	4290	4078
Surgery	47	96	35	12
Other	2774	2502	1905	2234
Physical Examinations	6217	277	4129	5219
Preschool				
(Number of Schools)	46	10	69	19

Physical Education

Physical education is a sequence of purposeful activities in grades K-12 which are primarily concerned with the skills of body movement. It is a program of learning experiences that makes significant contributions to the physical, social, intellectual, and emotional development of the pupils in each age group.

The educational purposes of physical education are to—

- Develop and maintain physical efficiency and fitness

- Develop basic fundamental physical skills in a wide variety of activities
- Establish desirable health habits, attitudes, and practices
- Contribute to the social and emotional development of each individual
- Develop good sportsmanship and a sense of fair play in competition
- Develop leadership ability and a sense of responsibility.

The program of activities is based on the needs, interests, and abilities of pupils. The extent of the program is determined by objectives developed by each administrative unit and the individual school, the teaching personnel, and available facilities and equipment.

During the past two years, there has been an increase in the number of persons employed as supervisors in physical education at the local level. At the present time twenty are serving

Body movement skills teach balance.



in this capacity. With funds available through the Elementary and Secondary Education Act, additional personnel have been employed to work with teachers and children in schools which qualify for federal funds. Where the services of supervisors are available, the quality of the physical education programs has been greatly improved.

Elementary—The minimum requirement for physical education in the elementary grades 1-8 is 150 minutes per week exclusive of recess and relief periods. It is recommended that 30 minutes per day be scheduled in grades 1-6. Grades 7-8 may be scheduled for 30 minutes per day or three 50-minute periods per week.

These class periods are under the direction of the classroom teacher. However, in schools which have grades 7-8 organized on the block plan, physical education classes may be taught by teachers certified in health and physical education.

Secondary—Physical education is required of all students in grades 7, 8, and 9 for a minimum of 150 minutes per week. In grade 9, whether it be in an organized junior high school or a four year high school, physical education is alternated with health instruction for which one unit of credit is given as a State requirement for graduation. Physical education is required locally for tenth grade students in approximately 12 percent of the secondary schools. Less than 10 percent of the schools require physical education in grades 11 and 12; however, 43 percent offer it as an elective one or more years, grades 10-12.

Foreign Languages

Elementary—Foreign Language instruction in the elementary grades and in the junior high school has increased in demand with the changing attitudes toward the role of language in the total school program, and this has brought a change in sequential programs.

Several schools have started a nine-year sequence beginning in grade 4. Most of the schools initiating this extended program participate in the television series "Parlons Français" with follow-up work done by the classroom teacher and/or a French specialist. Local native speakers of French or Spanish are being employed in several communities to teach their languages to children in the elementary school.

Increasingly, schools are initiating a six-year program in either French or Spanish (or both) beginning in grade 7. In



Practicing Spanish in a language laboratory.

this program the work done in grades 7 and 8, with classes meeting for short periods daily or on alternate days, constitutes the first level of instruction.

Secondary—The study of a foreign language is viewed as an integration of linguistic skills, cultural knowledge, and attitudes of understanding and appreciation of other people. To achieve the goal of communicating effectively and directly with other peoples of the world, foreign language education demands a long sequence of study and revised methods of instruction.

A four-year program from grades 9-12 in one foreign language is recognized as a minimum acceptable program. In 1965-66 only 14 high schools offered no foreign language at all. In 1962 only 34 schools offered more than two years of a foreign language. In 1965-66 the number of schools offering more than two years of a foreign language had increased to 169. All modern foreign languages have shown a substantial increase in enrollment during the past biennium.

With the emphasis on the learning of modern foreign languages (in North Carolina as in the nation) Latin enrollments have declined slightly, mainly through the dropping of Latin from the curriculum in places where it was impossible to replace a Latin teacher who left. The publication of a new *Curriculum Guide for Latin* in the summer of 1966 will undoubtedly help to give teachers new guidance and new ideas to enliven Latin instruction.

Business Education

Business and office education in the secondary schools of North Carolina serves both the college-bound student and the potential office worker. For the office worker the business education program offers instruction which enables him to handle individual business affairs successfully; in addition, the college-bound student is given a basic understanding of business practices. The vocational office education program offers a student a specialized education which develops vocational competency through realistic office experience (see page 73).

There is a continuing need for expanding the business education program in the secondary schools of North Carolina. This is being accomplished by improving and enriching existing programs, by updating instruction and equipment, and by attempting to staff all programs with qualified personnel.

Leadership training for students enrolled in business and office education is provided through participation in well-organized local and State chapters of the Future Business Leaders of America Clubs, which afford North Carolina youth additional educational opportunities through well-planned activities and which encourage the development of leadership qualities.

Industrial Arts

Industrial arts laboratories provide the students of North Carolina with the opportunity to become actively engaged in studying, planning, organizing, constructing, experimenting, testing, servicing, and evaluating synthetic and natural materials, simple to complex processes, and the resulting products. The individual's interest, whether it be business, professional, management, or technical, is advanced through practical and meaningful situations. The use of materials, tools, and machines enables him to reinforce concepts and understandings basic to occupational and career choices. Increased meaning and purpose are given by this program to the theoretical principles of art, science, the language arts, mathematics, social studies, and other related subjects.

Approximately 300 schools offer industrial arts courses; pupil enrollment is in excess of 25,000. Since a rapidly changing technically-oriented society continuously influences our lives, this area of general education needs to be greatly expanded.



Woodworking in Industrial Arts class develops skill in the use of tools.

Added impetus for the establishing of more secondary industrial arts programs has been given by the recently revised standards for accreditation. A continuing need in this area includes (1) the inclusion of new and existing programs as an integral part of all junior high school programs; (2) assistance to provide and equip laboratories or shops; and (3) a concerted effort to adequately staff present and newly established programs.

THE PROGRAM IN VOCATIONAL EDUCATION

Introduction to Vocations

Introduction to Vocations was introduced in the public schools of North Carolina during the 1963-64 school year as one phase of the policy of the State Board of Education to make vocational education more diversified and comprehensive. It is a ninth grade elective course open to both boys and girls.

Objectives—The over-all objective is to help students develop plans regarding their occupational and educational futures. Some of the more specific objectives are to—

- Help students learn to appraise their own interests, aptitudes, personalities, and skills in relation to a variety of vocational opportunities.

- Help students gain a first-hand knowledge, understanding, and appreciation of the changing employment patterns and opportunities in North Carolina and the national world of work.

- Help students understand the basic processes of production, processing, and distribution in the American work economy and the importance of human relations and ingenuity in these processes.

- Acquaint students with the major occupational fields including economic structure, organizational structure, specializations, relationships to other occupational areas, kinds of work involved, and educational and other requirements.

Course Content—The course is divided into the following major units:

- Relating Characteristics, Interests, Aptitudes, and Abilities to Occupations

- Relating the Economic System to Occupations and the Students

- Exploring Manual and Mechanical Occupations

- Exploring Clerical, Sales, and Service Occupations

- Exploring Professional, Technical, and Managerial Occupations

- Evaluating and Planning Ahead.

PARTICIPATION IN INTRODUCTION TO VOCATIONS PROGRAM

School Year	Number of Schools Offering the Course	Number Enrolled
1963-64	45	2,410
1964-65	92	4,715
1965-66	208	13,377
1966-67 (est.)	254	16,052

Vocational Education in Agriculture

Vocational education in agriculture in the public high schools of North Carolina provides educational opportunities for youth and adults who are engaged in, or preparing to enter, occupations involving knowledge and skills in agricultural subjects. Increasingly complex educational needs have developed for those who will work in the broad field of agriculture, including education for those engaged in production agriculture and for those who will be employed in nonfarm agricultural occupations.

Objectives—The objectives of vocational education in agriculture reflect the occupational needs of workers in agriculture and supplement the objectives of general and vocational education. Major program objectives are to—

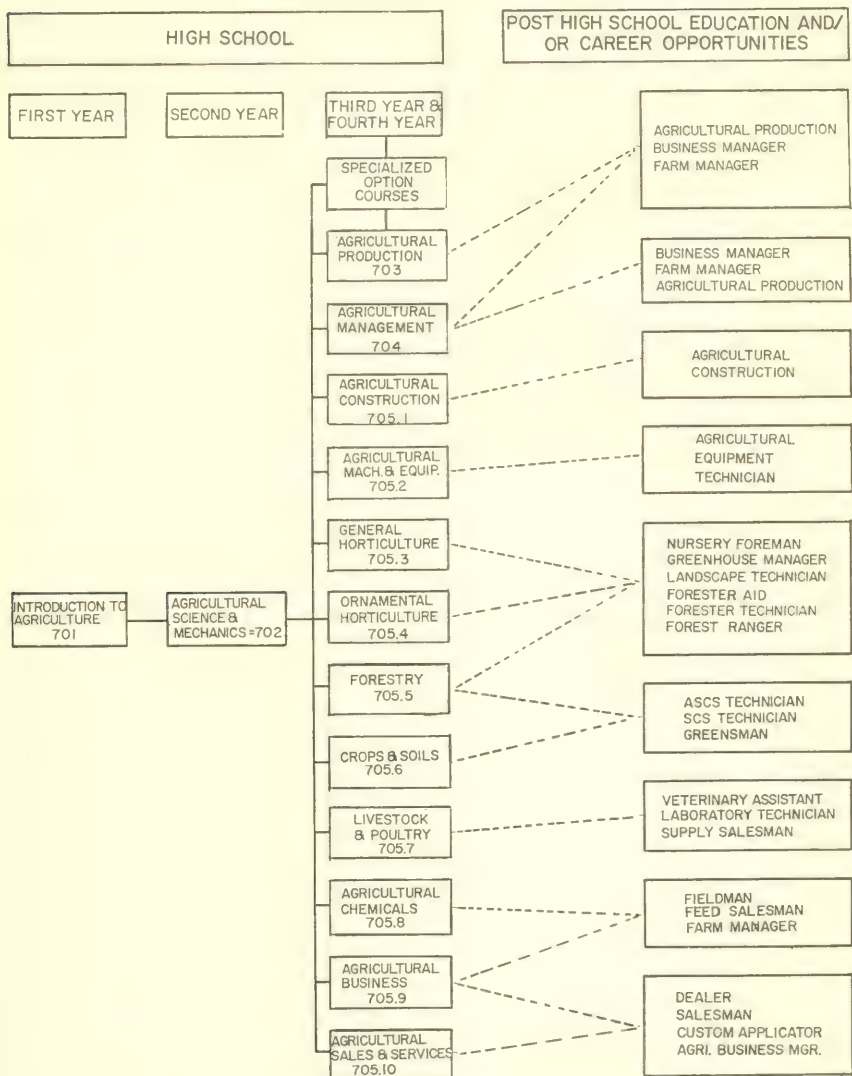
- Develop competencies in production agriculture
- Develop competencies in nonfarming agricultural occupations
- Develop understanding of career opportunities in agriculture
- Secure satisfactory placement and advancement in agriculture
- Develop human relations abilities
- Develop abilities for effective leadership.

High School Programs—Students enrolled in vocational preparatory courses in agriculture have as their occupational objective employment in production agriculture or in a nonfarming agricultural occupation. The nonfarming agricultural occupation will include one or more of the functions of producing, processing, distributing and servicing related to agriculture.

The selection of individuals for enrollment in classes providing instruction for such occupations is based on the student's interest in and potential for achieving competence in one or more areas in the broad field of agriculture. Innovations and research in curriculum development are given prime emphasis. Experimental and pilot programs are being conducted, in cooperation with several administrative units, in the areas of ornamental horticulture and landscaping, agricultural mechanization, agricultural sales and services occupations, and agricultural construction. Others are being planned in the areas of agricultural chemicals, forestry and food processing.

The pattern of course offerings from which local schools design their curriculum is shown below.

EDUCATION FOR CAREER OPPORTUNITIES IN AGRICULTURE IN NORTH CAROLINA



A comprehensive program of exploratory and occupation work experiences, including work in production agriculture and/or work in a nonfarm agricultural occupation, is provided. This phase of the program is directed and coordinated by the teacher with the student, parents, and employer.

The youth organization for students enrolled in agricultural education is an integral part of the program of instruction with major emphasis upon leadership development. It is directed by the teacher of agriculture with the leadership and guidance of local school administrators and the State supervisory staff in Agricultural Education.

Post High School Programs—Instructional programs are provided for out-of-school youth and adults who are engaged in, or anticipate employment, in farming. Programs are planned by each school according to the needs and interest of those who will be enrolled in the program. The program may consist of short courses, clinics, workshops, and/or general classes—each with specific objectives.

The patterns of organized instruction are determined by the teachers of agriculture, local school administrators, and citizen committees acting in an advisory capacity. Farm business management is considered the core of instruction in the adult farmer programs and is supported by courses in various areas of technical agriculture. The length of the courses and class schedules are governed by the needs and interest of the enrollees. Instruction is provided by the teacher of agriculture or a specialist in a highly technical area working under the supervision of the teacher.

Agriculture students learn to estimate lumber yield.



Adult farmer education during the past two years has included instruction of organized classes through educational television. A specialist in the subject area conducts the highly technical phase of the instructional program. The local teacher of agriculture leads discussions with the class on the application of technical information provided through the telecasts. The University Educational Television system and several commercial stations have been used to provide this type of instruction.

VOCATIONAL AGRICULTURAL PROGRAM

Year	Number of Schools	High School Enrollment	Young and Adult Farmer Enrollment	Total Enrollment	Financial Returns on High School Supervised Projects
1934-35	276	11,177	7,700	18,877	1,936,357.01
1939-40	403	18,621	13,626	32,247	2,077,233.77
1944-45	398	12,572	7,908	20,480	1,660,431.87
1949-50	538	21,756	8,339	30,095	2,993,941.47
1954-55	593	30,038	14,794	44,832	6,168,091.49
1959-60	590	35,726	18,735	54,461	7,455,716.04
1960-61	572	35,596	18,150	53,746	8,287,322.63
1961-62	553	38,287	19,379	57,666	8,133,908.52
1962-63	539	39,639	20,058	59,697	8,331,919.13
1963-64	540	40,177	20,820	60,997	—
1964-65	515	43,631	19,020	62,651	—
1965-66	493	42,473	21,134	63,607	—

EXPENDITURES FOR VOCATIONAL AGRICULTURE (Not Including Teacher Training)

Year	State	Local	Federal	Total
1934-35	\$ 39,773.82	\$ 136,166.34	\$ 173,994.21	\$ 349,934.37
1939-40	129,706.33	224,264.45	328,136.65	682,107.43
1944-45	231,172.35	281,877.59	334,508.17	847,558.12
1949-50	851,853.31	649,631.33	447,808.68	1,949,313.32
1954-55	921,204.59	1,238,923.48	621,230.28	2,781,357.95
1959-60	1,616,380.87	1,388,323.28	723,386.35	3,728,090.50
1960-61	1,731,560.61	1,401,567.08	722,427.65	3,855,555.34
1961-62	2,175,379.04	1,627,294.29	722,106.15	4,524,779.48
1962-63	2,317,575.06	1,664,770.89	732,426.13	4,714,772.08
1963-64	2,376,872.21	1,693,020.04	733,395.00	4,803,287.25
1964-65	1,341,592.00	1,457,172.00	2,150,355.00	4,949,119.00
1965-66	1,222,109.00	1,774,630.00	2,247,459.00	5,244,204.00

Vocational Office Education

Vocational office education provides programs designed to develop vocational competency through realistic office experience.

At the high school level, vocational office education provides preparation for young people planning careers in office occupations. Office occupations are those performed by persons in public and/or private enterprise which are used to facilitate functions of the office. Such activities include recording and retrieval of data, internal and external communication, reporting of information, record-keeping functions, and the supervision and coordination of office activities.

Rather than decreasing the demand for well-prepared office workers, the increasing use of electronic office equipment has created a need for updating the level of skills for office workers. To fulfill the need created by this demand, more adequate training facilities should be provided. The increasing technical level of skills expected of office workers calls for an updating of vocational business and office education beyond the basic clerical and stenographic training that has been provided in the secondary schools heretofore.

With the passage of the Vocational Education Act of 1963 with its provisions for business and office education, it is possible to expand, upgrade, and improve high school programs with Federal funds. The improvement and enrichment of existing programs and the planning and implementing of new programs in business and office education help to meet the need for updating instruction and skills to keep pace with technological advancement.

Pilot programs in data processing instruction were in operation in six North Carolina high schools in 1965-66, with a total enrollment of 347. Seventy-seven vocational office occupations programs have been approved for the school year 1966-67, with an estimated enrollment of 4,450. Approximately one third of these are cooperative (on-the-job work experience) programs, and about two thirds are preparatory (in-school work experience) programs. Projected plans indicate that programs will be greatly expanded in the years ahead.

Distributive Education

Distributive education is for young men and women who wish to prepare for careers in some field of distribution, marketing, or services. The total area of distribution is concerned with the economic function of moving goods and services from the producer to the consumer. It includes many occupations in such areas as banking, real estate, finance, retail and wholesale businesses, personal businesses, repair services, transportation, and communications. Occupational objectives might include many different jobs in these areas such as banker, salesman, supervisor, sales manager, personnel director, advertising manager, and many others.

Major functions of distribution are taught vocationally through a variety of methods. All students receive broad and general group instruction in distribution and marketing activities. Group instruction is supplemented by in-depth individualized instruction in a specialized area. This provides development for the student at his particular level of employment.



A student on-the-job trainee learns to check and mark merchandise.

On-the-job instruction, or directed work experience, gives the student an opportunity to put theory into practice while developing competencies related to his career goals.

Projects are used to provide specialized instruction. Projects are a series of selected activities giving the student an opportunity to experience theory in practice. These projects include directed observations, analyses and evaluations of situations and materials, discussion, independent study, and simulated occupational experience.

Leadership training for students enrolled in distributive education is provided through participation in well-organized local and State chapters of the Distributive Education Clubs of America.

Follow-up surveys are conducted periodically to learn the location of former distributive education students and to help determine changes needed to strengthen the instructional program. Surveys reveal that 80 per cent of the distributive education graduates remain in the occupations for which they were

trained or in closely related occupations. These graduates with specialized training also receive promotions more rapidly. Approximately 18 per cent of distributive education graduates continue their education beyond the high school level. Some become teacher-coordinators of distributive education or advance to supervisory positions in education.

**ENROLLMENT, GROWTH, AND EXPENDITURES FOR
DISTRIBUTIVE EDUCATION SHOWING SOURCE OF FUNDS EXPENDED**

Year	Enrollment	Source of Funds			Total
		Local	State	Federal	
1958-59	4,943	\$ 67,342	\$115,971	\$ 66,139	\$ 249,452
1959-60	5,406	77,874	105,364	67,139	250,377
1960-61	7,733	86,288	127,823	68,196	282,307
1961-62	9,097	92,634	214,275	63,627	370,536
1962-63	11,007	88,709	202,587	63,539	354,835
1963-64*	2,835	161,796	330,325	63,484	555,605
1964-65*	4,240	171,515	632,318	63,697	867,530
1965-66*	7,549	288,490	294,288	493,735	1,076,513
1966-67 (Est)*	10,058	348,588	605,897	493,735	1,448,220

*Enrollment in Distributive Education decreased because adults were included in the data for 1962-63 and prior years, but are not included for 1963-64 and later years.

Vocational Home Economics

The traditional objective of home economics education has been to prepare students for the vocation of homemaking through the development of those understandings, abilities, and attitudes which contribute toward effectiveness in the homemaking role. Areas of study include:

- Family relationships and child development
- Consumption and other economic aspects of personal and family living
- Nutritional needs and the selection, preservation, preparation, and use of food
- Design, selection, construction, and care of clothing, and its psychological and social significance
- Textiles for clothing and for the home
- Art as an integral part of everyday life
- Management in the use of resources so that values and goals of the individual, the family, or of society may be attained.



Two students, doing comparative shopping, learn to stretch the food dollar.

With the passage of the Vocational Education Act of 1963, impetus has been given to the development of home economics programs which prepare students for wage earning occupations. Occupational courses provide training in the areas of child care, companion aide to the elderly, food service, custom clothing construction, and housekeeping aide. In 1965-66 an occupational course was taught in 36 schools with an enrollment of 578 students.

The Future Homemakers of America is a student organization found in 586 high schools. The purpose of the organization is to help individuals improve personal, family and community living through organized programs as a part of the homemaking education program in the schools.

GROWTH IN VOCATIONAL HOME ECONOMICS EDUCATION

Year		Teachers	Enrollment	Evening Classes	
				Number	Enrollment
1929-30	.....	231	10,216	271	3,501
1934-35*	.....	87	5,283	355	6,761
1939-40	.....	289	20,981	302	4,718
1944-45	.....	406	29,162	139	2,334
1949-50	.....	436	32,203	223	3,046
1954-55	.....	545	63,020	301	14,486
1959-60	.....	593	45,731	459	9,701
1960-61	.....	591	47,772	441	10,494
1961-62	.....	659	56,199	473	11,337
1962-63	.....	680	59,530	481	11,770
1963-64	.....	699	61,098	490	12,771
1964-65	.....	732	63,508	574	11,572
1965-66	.....	776	64,128	538	10,402

EXPENDITURES FOR VOCATIONAL HOME ECONOMICS

(Teacher Training Costs Not Included)

Year	State	Local	Federal	Total
1929-30	.....\$ 54,963.45	\$ 151,500.20	\$ 19,538.28	\$ 226,001.93
1934-35	..... 13,677.18	40,192.79	52,708.09	106,573.06
1939-40	..... 64,773.27	116,116.41	168,231.74	349,121.42
1944-45	..... 249,660.74	211,685.18	174,148.73	635,494.65
1949-50	..... 758,983.20	460,026.54	231,402.97	1,450,412.71
1954-55	..... 1,033,076.83	675,940.87	318,605.47	2,027,623.17
1959-60	..... 1,392,948.71	1,028,513.55	386,247.00	2,807,709.26
1960-61	..... 1,485,338.62	1,054,698.91	386,247.00	2,926,284.53
1961-62	..... 2,071,188.24	1,377,326.85	397,977.00	3,846,492.09
1962-63	..... 2,073,018.47	823,665.15	397,977.00	3,294,661.62
1963-64	..... 2,227,733.07	875,236.69	397,977.00	3,500,946.76
1964-65	..... 2,861,249.00	1,400,208.00	441,847.00	4,703,304.00
1965-66	..... 3,080,622.00	1,753,919.00	397,977.00	5,232,518.00

*The figures concern only departments financed in part by Federal funds.

Trade and Industrial Education

The 1963 Vocational Education Act has made possible the establishment of Trade and Industrial Education along a much broader front of trade-skill instruction for high school students. In addition to the increase in programs, this expansion has meant added curriculums and the initiation of programs in areas where skill scarcity has long existed in the less populated communities. Vital curriculums in health, communications, metals, construction, and mechanical repair service have enhanced course offerings for the small as well as the large high school.

Trade and Industrial Education provides balanced programs of technical skill instruction and work experience for high school students to enable them to become competent workers in a wide range of vocations. The common objectives of these programs are to (1) develop skills, abilities, understandings, attitudes, and working habits; (2) impart knowledge or information needed by individuals who are preparing to become employed; and (3) assure effective progress in trade and industrial occupations after graduation from high school.



Trade preparatory students study graphics and industrial communications.

GROWTH OF TRADE AND INDUSTRIAL EDUCATION				
Year	Administrative Units	No. of Schools	Teachers	Enrollment
1963-64	74	93	166	5,382
1964-65	93	165	247	11,999
1965-66	118	285	491	17,024
*1966-67	129	301	628	23,428
*Estimated				
EXPENDITURES FOR TRADE AND INDUSTRIAL EDUCATION (Teacher Training Expenditures not Included)				
Year	Local	State	Federal	Total
1963-64	242,496	463,544	222,464	928,504
1964-65	450,983	606,335	486,204	1,543,522
1965-66	1,229,367	1,251,522	1,313,634	3,794,523
*1966-67	1,489,381	2,253,352	1,313,634	5,056,367
*Estimated				

Trade and Industrial Education, financed from Federal, State, and local funds, has developed over the past few years into three types of high school programs: Introduction to Industrial Education, Trade Preparatory Training, and Industrial Cooperative Training.

Introduction to Industrial Education is primarily a 10th grade program that surveys several occupations within a given area. Students are given basic familiarization training in several occupations to provide them with a basis for selection of a specific area of concentration when they reach the 11th and 12th grades. This program was implemented at the beginning of the 1964-65 school term and presently includes 10 areas for student selection such as automotive, construction, textiles, and metals industries.

Trade Preparatory Training provides training in 31 basic trade-skill areas such as air conditioning and refrigeration, auto mechanics, boatbuilding, bricklaying, carpentry, commercial cooking, technical drafting, electricity electronics, machine shop, photography, sheet metal, shoemaking and repair, surveying, tailoring, and welding. Students enrolled in this program are

training for intense skill-specialization beyond the one period (180 hour) minimum. They can obtain 1,080 hours of instruction in the trade or skill subject selected. During the 1965-66 school year, 362 Trade Preparatory Training classes were conducted in the high schools.

Industrial Cooperative Training, offered to 11th and 12th grade students, is a program that involves participation by the school, business, and industry to establish on-the-job work experience for students in carefully selected occupational areas. On-the-job training is matched by one or two periods of technical-related information by a teacher-coordinator. Students 16 years of age or older are placed in programs designed to develop such occupational skills as automotive repair service, baking, building trades, cabinet making, dental assisting, dental laboratory trades, electronics, metal trades, nurses' aide, photography, and printing. In 1965-66, 118 Industrial Cooperative Training programs were conducted in the high schools in the State with training made possible in 146 different occupations.

Vocational Surveys—Follow-up surveys are conducted periodically to learn the location of former Trade and Industrial Education and to determine needed changes to strengthen the instructional program. These surveys reveal that over 60% of the graduates remain in the field for which they were trained or in closely related occupations.

NUMBER HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS, 1965-66					
Course Title	Number Schools	Enrollment	Membership Last Day	Number Passing	Per Cent Passing
ENGLISH:					
English I	726	100,572	91,087	82,037	90.1
English II	663	89,010	80,020	72,321	90.4
English III	663	78,457	71,734	66,425	92.6
English IV	663	69,678	65,985	64,166	97.2
Advanced English	32	898	880	873	99.2
Advanced Composition ..	53	1,312	1,260	1,243	98.7
Dramatics	137	4,324	3,988	3,888	97.5
Journalism	193	4,845	4,557	4,416	96.9
Speech	146	4,745	4,433	4,300	97.0
Reading Improvement ..	135	7,494	6,718	6,273	93.4
Creative Writing	27	826	779	757	97.2
World Literature	16	542	511	496	97.1
Other English	67	2,546	2,379	2,346	98.6
Total		365,249	334,331	309,541	92.6
MATHEMATICS:					
Remedial Math	8	295	247	214	86.6
General Math I	703	58,653	50,973	43,937	86.2
General Math II	22	1,693	1,434	1,207	84.2
Algebra I	787	71,465	65,695	56,267	85.6
Geometry	728	45,246	42,442	38,039	89.6
Algebra II	570	31,822	29,678	26,689	89.9
Advanced Math	358	9,722	9,257	8,847	95.6
Consumer Math	173	10,871	9,278	8,206	88.4
Trigonometry	170	4,578	4,406	4,166	94.6
Advanced Algebra	41	2,946	2,811	2,651	94.3
Other Math	13	299	294	287	97.6
Total		237,590	216,515	190,510	90.0

NUMBER HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS, 1965-66

Course Title	Number Schools	Enrollment	Membership Last Day	Number Passing	Per Cent Passing
SCIENCE:					
General Science	241	19,221	17,091	15,213	89.0
Physical Science	551	67,885	61,763	55,215	89.4
Earth Science	9	339	299	264	88.3
Life Science	1	127	120	96	80.0
Biology	694	91,223	81,525	72,185	88.5
Advanced Biology	150	4,677	4,445	4,265	96.0
Physics	493	11,050	10,409	10,040	96.5
Advanced Physics	1	51	47	44	93.6
Chemistry	575	31,086	28,871	26,301	91.1
Advanced Chemistry	30	661	621	582	93.7
Anatomy and Physiology	5	415	397	387	97.5
Chemistry III	2	56	49	39	79.6
Other Science	18	763	711	667	93.8
Total		227,554	206,348	185,298	89.8
SOCIAL STUDIES:					
Civics	516	41,136	37,304	34,366	92.1
Introduction to Government	115	6,653	6,219	5,781	93.0
Advanced Government	52	2,928	2,721	2,593	95.3
Democracy in Action	120	5,185	4,773	4,584	96.0
International Relations	6	288	280	254	90.7
World Geography	398	22,467	20,432	19,015	93.1
World History	637	62,285	56,196	50,201	89.3
United States History	665	80,419	73,055	66,895	91.6
Economics	491	26,037	24,491	23,665	96.6
Sociology	499	26,329	24,863	24,042	96.7
Other Social Studies	35	1,906	1,791	1,677	93.6
Total		275,633	252,125	233,073	92.4
FOREIGN LANGUAGES:					
French I	659	33,704	31,122	27,722	89.1
Conversational French I	1	10	9	9	100.0
French II	585	20,860	19,758	18,578	94.0
Conversational French II	1	20	19	19	100.0
French III	154	3,289	3,181	3,103	97.5
French IV	45	789	770	766	99.5
French V	6	111	109	109	100.0
Spanish I	222	15,077	13,907	11,997	86.3
Conversational Spanish I	1	8	8	8	100.0
Spanish II	174	9,095	8,597	7,910	92.0
Conversational Spanish II	1	25	24	24	100.0
Spanish III	64	1,455	1,404	1,348	96.0
Spanish IV	16	159	156	156	100.0
Spanish V	2	11	11	11	100.0
German I	13	496	428	379	88.6
German II	8	332	317	298	94.0
German III	4	60	56	55	98.2
German IV	1	1	1	1	100.0
Russian I	2	40	39	36	92.3
Russian II	2	39	38	38	100.0
Latin I	157	7,225	6,756	6,142	90.9
Latin II	134	5,137	4,925	4,736	96.2
Latin III	21	421	409	404	98.8
Latin IV	9	188	187	187	100.0
Total		98,552	92,231	84,001	91.1
BUSINESS EDUCATION:					
Basic Business	323	14,752	13,097	11,946	91.2
Principals of Selling	10	249	214	193	90.2
Advertising	3	47	45	43	95.6
Typing I	732	61,703	56,612	53,534	94.6
Typing II	551	16,454	15,377	14,859	96.6
Shorthand I	476	13,456	11,711	10,790	92.1
Shorthand II	167	2,483	2,324	2,260	97.2
Notehand	11	382	363	331	91.2
Bookkeeping I	499	19,074	17,200	15,795	91.8
Bookkeeping II	49	770	706	668	94.6
Bookkeeping III	4	89	88	84	95.5
Office Practice	235	5,721	5,318	5,201	97.8
Business Machines	22	934	832	776	93.3
Cooperative Office Occupation	6	134	126	124	98.4
Business Math	300	17,343	15,059	13,141	87.3
Business Communication	67	2,273	2,032	1,932	95.1
Business Law	60	2,273	2,089	1,950	93.3
Business Economics	55	2,013	1,769	1,629	92.1
Duplicating Machines	2	46	40	40	100.0
Total		160,196	145,002	135,296	93.3

NUMBER HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS, 1965-66

Course Title	Number Schools	Enrollment	Membership Last Day	Number Passing	Per Cent Passing
AGRICULTURE:					
Agriculture I	484	16,534	14,815	13,814	93.2
Agriculture II	474	11,430	10,279	9,825	95.6
Agriculture III	382	6,516	5,948	5,774	97.1
Agriculture IV	308	4,610	4,332	4,268	98.5
Ag. Construction	57	977	881	867	98.4
Ag. Machinery	65	1,366	1,233	1,189	96.4
General Horticulture ..	31	554	505	490	97.0
Ornamental Horticulture	28	661	601	582	96.8
Forestry	16	450	410	391	95.4
Crop and Soil Technology	11	149	139	138	99.3
Livestock and Poultry ..	13	187	170	166	97.6
Ag. Business	8	113	106	98	92.5
Other Agriculture	3	34	34	34	100.0
Total		43,575	39,453	37,636	95.4
HOME ECONOMICS:					
Home Economics I	737	37,499	34,371	32,776	95.4
Home Economics II	5	242	216	213	98.6
Home Economics III	639	21,168	19,163	18,542	96.8
Home Economics IV	472	8,778	7,951	7,839	98.6
Housekeeping	75	1,550	1,445	1,423	98.5
Management	1	14	14	13	92.9
Food Service	16	304	255	247	96.9
Clothing Services	2	35	34	34	100.0
Child Care Aide	4	217	208	204	98.1
Sewing	7	146	127	121	95.3
Companion Aide	2	34	33	33	100.0
Food	19	596	566	557	98.4
Clothing	13	449	418	404	96.7
Family Relations	17	655	586	576	98.3
Boys Home Economics ..	33	905	785	755	96.2
Family Life	192	7,045	6,429	6,259	97.4
Other Home Economics ..	5	58	54	49	90.7
Total		79,697	72,655	70,045	96.4
DISTRIBUTIVE EDUCATION:					
Distributive Ed. I	138	3,624	3,142	3,085	98.2
Distributive Ed. II	134	2,433	2,181	2,147	98.4
Marketing I	70	2,150	1,936	1,826	94.3
Marketing II	15	169	157	156	99.4
Commercial Art	1	19	19	19	100.0
Salesmanship	7	305	277	263	94.9
Advertising	3	176	163	148	90.8
Total		8,916	7,875	7,644	97.1
INDUSTRIAL EDUCATION:					
Automotive	4	127	110	100	90.9
Construction	52	2,625	2,342	2,275	97.1
Electrical	1	13	12	12	100.0
Furniture	2	24	21	20	95.2
Textile	1	23	17	17	100.0
Total		2,812	2,502	2,424	96.9
INDUSTRIAL COOPERATIVE TRAINING:					
ICT I	115	2,346	2,003	1,971	98.4
ICT II	86	1,203	1,110	1,101	99.2
ICT III	17	207	185	185	100.0
Total		3,756	3,298	3,257	98.8
MECHANICS:					
Body and Fender Repair ..	2	88	76	69	90.8
Engine Tune Up	1	24	24	24	100.0
Auto Mechanics I	19	521	446	425	95.3
Auto Mechanics II	10	175	154	148	96.1
Internal Combustion Engine I	16	437	381	367	96.3
Internal Combustion Engine II	6	79	61	60	98.4
Total		1,324	1,142	1,093	95.7
CONSTRUCTION:					
Bricklaying I	122	2,658	2,327	2,267	97.4
Bricklaying II	56	801	723	696	96.3
Cabinetmaking I	5	142	130	129	99.2
Cabinetmaking II	1	22	22	22	100.0
Carpentry I	75	1,503	1,294	1,226	94.7
Carpentry II	19	224	205	204	99.5
Painting and Decorating ..	1	33	33	27	81.8
Technical Drafting I ..	29	1,106	988	931	94.2
Technical Drafting II ..	7	54	51	49	96.1
Architectural Drafting ..	4	53	49	45	91.8
Machine Design	1	27	22	22	100.0
Trades and Crafts	8	273	253	241	95.3
Total		6,896	6,097	5,859	96.1

NUMBER HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS, 1965-66

Course Title	Number Schools	Enrollment	Membership Last Day	Number Passing	Per Cent Passing
ELECTRICITY/ELECTRONICS:					
Electricity and Electronics I	15	589	496	454	91.5
Electricity and Electronics II	6	144	134	129	96.3
Combined Elec. Electronics	8	139	120	116	96.7
Electrical Installations ..	1	9	8	8	100.0
Radio and TV Service ..	1	15	13	13	100.0
Total		896	771	720	93.4
SERVICE OCCUPATION:					
Cooking and Baking ...	17	205	186	182	97.8
Cosmetology	5	106	90	90	100.0
Health Occupations	19	407	367	346	94.3
Marineology	2	53	47	42	89.4
Marine Vocations	4	55	52	50	96.2
Printing	5	95	83	83	100.0
Shoemake and Repairs ..	2	40	29	24	82.8
Tailoring	5	195	168	145	86.3
Air Conditioning	2	21	15	15	100.0
Totals		1,177	1,037	977	94.2
METALS:					
Introduction to Vocations	22	492	448	423	94.4
Vocations	210	13,292	11,964	11,140	93.1
MUSIC:					
Consumer Music	123	6,414	5,957	5,843	98.1
Chorus	442	28,004	26,183	25,972	99.2
Band	430	19,541	18,607	18,390	98.8
Orchestra	62	1,082	1,046	1,046	100.0
Music Theory	26	459	423	414	97.9
Music Appreciation	11	192	164	162	98.8
Other Music	4	91	88	82	93.2
Total		55,783	52,468	51,909	98.9
ART:					
ART:	136	14,717	13,130	12,670	96.5
INDUSTRIAL ARTS:					
Industrial Arts I	164	11,897	10,620	10,070	94.8
Industrial Arts II	133	4,086	3,642	3,423	94.0
Graphic Arts	8	206	197	193	98.0
Crafts	7	171	146	141	96.6
Mechanical Drawing I ..	122	4,391	4,004	3,798	94.9
Mechanical Drawing II ..	42	727	685	667	97.4
Metal Technology I	8	327	280	261	93.2
Metal Technology II	4	71	60	60	100.0
Wood Technology I	12	380	316	300	94.9
Wood Technology II	6	183	145	129	89.0
Electricity Electronic ..	8	281	242	228	94.2
Power Mechanics	3	83	78	73	93.6
Total		22,803	20,415	19,343	94.7
HEALTH AND PHYSICAL EDUCATION:					
Physical Education I ..	716	108,422	99,355	94,881	95.5
Physical Education II ..	274	28,149	25,585	24,901	97.3
Physical Education III ..	13	662	618	592	95.8
Physical Education IV ..	4	293	253	240	94.9
Modern Dance	1	25	20	19	95.0
Health I	114	16,978	15,558	14,865	95.5
Health II	5	699	648	580	89.5
Total		155,228	141,637	136,078	96.1
MISCELLANEOUS COURSES:					
Psychology	23	2,132	1,945	1,853	95.3
Guidance	2	53	52	50	96.2
Photography	2	124	111	111	100.0
Bible	49	2,258	2,016	1,842	91.4
ROTC	1	400	392	372	94.9
Aero Space Education ..	3	74	63	54	85.7
Total		5,041	4,579	4,282	93.5
GRAND TOTAL		1,781,179	1,612,911	1,503,215	93.2

SPECIAL PROGRAMS

Comprehensive School Improvement Project

The North Carolina Comprehensive School Improvement Project is a field oriented effort which seeks to improve the teaching and learning of reading, writing and arithmetic in the elementary schools of the State. It is a part of the program of the Department of Public Instruction and is jointly financed by the State Board of Education and by the North Carolina Fund. The Fund monies for the project are from a special grant made by the Ford Foundation for this purpose.

Applying elementary schools which have been accepted for participation by the State Board of Education are encouraged to search for effective educational practices in the areas of (a) curriculum design; (b) methods of instruction; (c) special instructional materials and equipment; (d) pupil and teacher time; and (e) pupil and teacher talent. The project also endeavors to better prepare pre-school youth for successful entry into the first grade; to promote professional growth of, and in-service activities for, participating public school staff members; to facilitate a partnership between the public schools and the teacher training institutions of North Carolina; and it aspires to serve as a laboratory in which possible future directions of educational improvement may be developed for the State.

The Comprehensive School Improvement Project (CSIP) is packaged in two parts: a six-week Summer Readiness Program and the Regular School Year Program. Though these phases are related, neither is dependent upon the other. The short summer activity is designed to serve youth of limited social and educational experience who are to be school beginners the subsequent fall. The full-year aspect of the CSIP typically involves three classes of primary age pupils who are school beginners, youngsters in their second or third years of school, or combinations thereof.

Most of the school year field teams consist of three teachers and one non-professional teacher aide who are assisted by a consultant from a North Carolina college or university. This planning and implementing team is aided by the principal of the participating school and by a coordinator from the school system's central office staff. The team is provided resources for travel to other experimental settings and some funds for special instructional materials and equipment. This group carries major responsibility for CSIP program planning, implementation, and evaluation in each project school.



CSIP teacher aide sings with large group of children while teachers work with smaller groups in reading.

Scope—During the 1964-65 school year, the first year of the project's operation, there were 95 elementary schools from 77 school administrative units participating in the CSIP. Each of these schools had one teaching team allocated for the special program. There were 197 teams in 192 schools in 111 administrative units as CSIP schools in 1965-66. The project for 1966-67 has expanded, as planned, to include 298 teaching teams and these are from 228 different elementary schools from Elizabeth City to Murphy. One hundred twenty-one of the State's 169 school administrative units have one or more schools in the project and the approximate student population involved is 25,000 boys and girls.

Experimentation—Team planning by teachers is leading rather universally to team teaching. These staff members are co-operatively assuming responsibility for directing the learning experiences of the entire student group, which varies from 70 to 100 children. This shared planning and teaching contributes to more flexible grouping for students and is providing additional alternatives to organizing for instruction.

Team teaching is greatly facilitated by the utilization of teacher aides to relieve teachers of necessary clerical responsibilities and certain other non-professional functions. This makes

it possible for the teacher to devote more time to the central task of instruction.

Approximately one-third of the CSIP schools have already established continuous progress programs for children, trying non-graded or multi-graded organizational patterns. Nearly all of the experimenting schools are making curriculum changes which call for adaptations in instructional methods. Modern approaches to mathematics instruction, new methods and materials in teaching the language arts, and new grouping techniques are among the more common innovations.

Some schools are making effective uses of programed material and nearly all schools are experimenting with varied kinds of instructional media.

The CSIP, joined by others in the Department of Public Instruction, now supports an experimental television series designed for primary age children. It is available to all schools in the State wishing to participate which are within range of the television education network.

Bringing college staff members into planning efforts in public school settings is upgrading the quality of curriculum improvement. It is also affecting the course offerings and the student teacher training experiences in several of the State's colleges.

There is evidence that children in the Summer Readiness Program have been helped in their adjustment to school and the program has assisted in readying them for beginning first grade work. Data of many kinds are being collected on the children in the full-year aspect of the Comprehensive School Improvement Project. Though the interpretation of the data would be premature at this time, there is substantial evidence that the participating schools, from Morehead City to Murphy, are finding more effective ways of teaching and working with children and that these school improvements in North Carolina are being fruitful.

Safety and Driver Education

Since the 1958-59 school year, the State has provided financial aid for Driver Education Programs in the public schools. By 1960-61, driver education courses were available in all school administrative units, but in many locations, the number of eligible students was greater than the funds available for providing the course.

In the period 1963-65, new laws made driver education a prerequisite to licensing of drivers sixteen to eighteen years of age. Such persons were required to attend the most complete course accessible to them. The public high school course was the most complete one available; therefore, the new requirements caused rapid increases in enrollments in the school programs. However, the changes in the law did not provide additional funds for such expanded operations. Budget problems were created in many city and county school administrative units. This inadequacy of funds caused many eligible persons to receive less than the full school course of 30 hours of classroom instruction and six hours of practice driving.

The 1963 General Assembly designated a committee to review driver education operations and needs and to report its findings and recommendations to the 1965 General Assembly for action.

The 1965 session of the General Assembly appropriated funds to provide driver education courses at the public high schools for every new driver between the ages of 16 and 18 years. It also made satisfactory completion of such courses a prerequisite to application for a North Carolina driver's license by this age group.

Prior to the end of the legislative session, school personnel anticipated this action and made plans for program growth. Expansion of the driver education program was well under way on the effective date of the new requirements, July 1, 1965. Reports received for operations in July and August, 1965, revealed a two-months enrollment of more than 30,000 eligible persons, including public school students, non-public school students, and out-of-school youth under 18 years of age.

A brief summation of driver education operations for the 1965-66 school year shows that 92,506 eligible persons attended the required course—30 hours classroom instruction and six hours practice driving instruction, both taught by a certified teacher of driver education. These courses were operated by 672 public high schools at 919 locations. The numerous locations were used for convenience to families of persons attending the courses. This teaching job involved the use of 2,034 teachers and 1,308 cars. (Census facts indicate that North Carolina has about 100,000 persons who attain driver license age each year.)

At the beginning of the 1965-66 fiscal year, operating procedures for driver education at the public high schools were revised in accordance with the new legislative requirements. The

revisions placed program operations on a 12-month basis and provided opportunities for increases in the use of full-time teachers for this work. The rate of increase in the use of full-time teachers is dependent upon their availability and the ability of schools to use them efficiently.

In addition to routine administrative and guidance services regularly provided to the public schools, staff members of the State Driver Training and Safety Education Section have conducted or participated in special projects to investigate possible program improvements. These included uses of teacher-centered systems for manual and automated audio-visual presentations with electronic responder units to give immediate feed-back of student responses to what is presented. Such systems are designed to give students experience in decision making and in driving tasks which are too hazardous for new drivers to attempt on the open roadway.

Open road driving, analysis of visual and other driving skills, close quarter maneuvering, and classroom instruction are included in driver education courses.



Education by Television

The Program of Education by Television was established under the State Board of Education in 1961 as an outgrowth of the North Carolina In-School Television Experiment. Appropriations by the General Assemblies since have supported the program. The State Department of Public Instruction has provided leadership services by professional personnel consisting of a supervisor, a consultant, and television studio teachers.

In-School Television—Television courses in United States history, world history, physical science and eighth-grade mathematics have been presented for the schools of the State each year. During 1964-1965, a developmental course in government/world geography for ninth grades was presented, and films were rented for a series in elementary school French. Funds were not available for the State Board to continue sponsorship of these two programs. Four pilot lessons for primary classes participating in the Comprehensive School Improvement Project were telecast during the spring of 1966. This resulted in a regular series of weekly lessons for 1966-67.

Locally produced television lessons are prepared in studios operated by the University of North Carolina under terms of a contract between the University and the State Board of Education. Television teachers, who are employed by the Department of Public Instruction, are assigned to either Greensboro, Chapel Hill, or Raleigh. In 1964-65 the courses were transmitted only on Channel 4, Chapel Hill. Additional coverage was obtained the next year with the activation of Channel 2, Columbia. The State Board and State Department are looking forward to the completion of the State network of stations so that instructional television may be made available to all schools.

In-Service Education by Television—In addition to regular lessons for in-class use, the Department of Public Instruction has engaged in programs of in-service education. Many staff members of the Department participate in the weekly "Methods for Modern Teachers" series. From time to time programs are presented for specific informational purposes.

During the period of this report television was employed by three sections of the Department for special in-service education purposes. These were:

- Division of Professional Services (Program for the Professional Improvement of Teachers)
- Division of Vocational Education (School Food Service Program)
- Division of Vocational Education (Agriculture Education).

Evaluation—A testing program conducted during the operation of the North Carolina In-School Television Experiment, and hundreds of research projects held elsewhere before and since, attest to the positive value of instructional television. Informal evaluation is a continuing process. A formal study was conducted in North Carolina during 1964-65 by Paul W. Welliver in connection with a doctoral program. It compared the effectiveness of introducing a new course of science instruction in classes using television with classes not using television. The experimental results led to the conclusion that the use of television instruction was more effective than non-television instruction as a method for teaching the course during the introductory year.

SUMMARY OF PARTICIPATION

Year	No. of Television Stations	No. of School Administrative Units	No. of Schools	No. of Classes	No. of Students
1961-62	9	90	314	633	32,000
1962-63	4	76	300	607	33,000
1963-64	1	61	223	514	25,000
1964-65*	1	60	284	631	30,100
1965-66	2	61	256	617	28,000

*Includes enrollments for courses in elementary French and Government/Geography which were sponsored by the Department of Public Instruction that year only.

Special Education

The Special Education program encompasses those instructional services needed by pupils who are handicapped, either physically or mentally, to the extent that they require services different from or in addition to those provided for in the regular school program.

The following are some of the ways in which education for handicapped children is being provided:

- Special classes or centers for severely crippled pupils, with the pupils being transported in specially equipped station wagons, small buses, or taxis to specially equipped ground-level classrooms. These pupils may be severely crippled from cerebral palsy, polio, heart, or other physical conditions.

- Instruction for pupils in hospitals, convalescent centers, and sanitarium, and for homebound pupils.

- Speech therapy provided by itinerant teachers of speech correction. These speech correctionists work with pupils who stutter, have delayed speech, or have articulation problems.

- Classes or services for visually handicapped pupils whose vision is too poor to permit them to read regular textbooks and who need large or clear type books as well as other aids. A portion of State funds provided for textbooks is set aside for these special textbooks. During the 1965-66 school year, 322 registered visually handicapped public school pupils, most of whom received instruction in regular classrooms, were provided such textbooks. An additional 127 legally blind public school pupils received special books and materials purchased with Federal funds available for the education of the blind.

- Classes for mentally retarded pupils—those whose intellectual development is so slow that they are unable to profit from regular class instruction.

The following summary includes only that part of the program provided by teachers employed full time by the public schools in an area of specialization—crippled, speech correction, visual handicaps, mental retardation; hospitalized or homebound:

SPECIAL EDUCATION				
Number of Children Receiving Services				
Area	1962-63	1963-64	1964-65	1965-66
Speech and Hearing Handicapped	17,278	19,284	19,811	22,604
Educable Mentally Retarded	8,834	9,425	11,680	14,016
Crippled	213	196	198	241
Visually Handicapped	49	55	46	53
Hospitalized and Homebound	—	—	—	*
Subtotal	26,374	28,960	31,735	36,914
Trainable Mentally Retarded	1,110	1,263	1,270	1,464
TOTAL	27,484	30,223	33,005	38,378
Number of Teachers				
Speech and Hearing Handicapped	160	184	188	212
Educable Mentally Retarded	495	623	736	887
Crippled	18	16	18	23
Visually Handicapped	4	5	4	5
Hospitalized and Homebound (including hospitalized from special State funds other than Special Education)	—	—	—	64
Subtotal	677	828	946	1,191
State-allotted Special Education	631	758	857	1,086
"One-for-twenty" allotments	5	20**	21**	22**
Other special State allotments	—	—	—	30
Local and other sources (including ESEA and regular allotments)	41	50	68	53
Trainable Mentally Retarded	89	93	106	130
TOTAL	766	921	1,052	1,321

*Pupils served on an interim basis.

**Now "one-for-fifteen."



A blind pupil in a regular class "reads" from a braille edition of a text-book. The braille typewriter he uses is shown on the table.

Training Trainable Mentally Handicapped Children—The 1957 General Assembly of North Carolina provided for a program of training for trainable mentally handicapped children under the general supervision of the State Superintendent of Public Instruction. These children have ordinarily been excluded from the public schools as uneducable; but since the enactment of the law, day training centers operated by local boards of education may be eligible to receive State aid from the appropriations provided for this purpose.

Psychological Services—The Special Education Section includes psychologists who provide diagnostic and consultative services to special education programs in the public schools. These services include:

- Measuring and interpreting the intellectual, social and emotional development of children.
- Diagnosing educational and learning disabilities in children and collaborating in planning appropriate educational and training programs.
- Identifying and classifying educable and trainable mentally retarded children through psychological evaluation and recommending special class placement at the appropriate level.
- Consulting with school administrators and special class teachers concerning the results of psychological examinations and making subsequent recommendations for appropriate educational and training programs.

- Supervising and consulting with local psychological examiners regarding techniques of testing, screening methods, criteria for eligibility and other factors regarding the special education program.
- Counseling parents of retarded children, particularly those parents who need to achieve a greater understanding of their problems and the services available to them.

Curriculum Library in Mental Retardation—In accordance with the Session Laws of 1963, Chapter 845, a Curriculum Library in the area of mental retardation has been organized, staffed, and equipped. This library has been stocked with professional books, periodicals, and pamphlets dealing with mental retardation, as well as educational books, phonograph records, filmstrips, and other materials suitable for use in teaching the mentally retarded. New publications and materials are added as they become available.

The books and materials in the Curriculum Library are available for use by teachers, administrators, and other professional and lay persons interested in mental retardation. Books and materials may be used at the library quarters or checked out on a loan basis; requests may be made by mail also.

A newsletter containing information on special education in general as well as on mental retardation is distributed several times a year to all special education teachers in the State. The staff of the Curriculum Library is engaged in writing, revising, and editing curriculum guides for public school teachers of the retarded. A number of workshops have been conducted relative to the development of curriculum guides for educable and trainable mentally retarded and speech handicapped children.

Instruction for Hospitalized and Homebound Children—The 1965 General Assembly of North Carolina made available funds for 50 teaching positions to begin a program of in-home and in-hospital instruction for school-age children who are confined to home or hospital for a long period of convalescence of six weeks or more. During the 1965-1966 school year, 34 of these 50 teaching positions were filled (15 for the hospitalized, 19 for the homebound) in 24 administrative units. Children in these programs were served on an interim basis with no more than 12 children being served by one teacher at one time.

In addition to the above positions for hospitalized children, the State provided 30 special teacher allotments to hospitals during the 1965-1966 school year.

Exceptionally Talented Children

The General Assembly of 1959 established by Joint Resolution No. 69 a Commission to Study the Public School Education of Exceptionally Talented Children. Under the direction of this commission, six pilot centers, representative of the various conditions and geographic areas of the State, were established in Henderson County, Hendersonville, Pitt County, Greenville, and Winston-Salem (two).

The 1961 General Assembly established a program for the education of exceptionally talented children within the public school system of the State under the general supervision of the State Superintendent of Public Instruction. The 1963 General Assembly expanded and extended the program to its present status.

The following are some of the ways in which students are being provided for under the program for education of exceptionally talented children during the 1965-66 school year.

Special self-contained classes provide for 209 of the total number of classes in grades 1-8.

Ninety-eight teachers are full time instructors of exceptionally talented students in grades 9-12. The subject areas include language arts, science, mathematics, social studies, and various combinations.

Special instruction is provided by some teachers in an itinerant position, serving in an entire administrative unit or one or more schools in subject matter areas such as language arts, science, mathematics, and social studies.

The following summary includes only that part of the program provided by teachers employed full time by the public schools in the education of exceptionally talented children:

EXCEPTIONALLY TALENTED

Number of Classes

Year	Approximate Number of Students	Total	State Funds	Locally Supported
1958-59	196	9	—	9
1959-60	262	12	—	12
1960-61	414	18	6	12
1961-62	2,065	64	53	11
1962-63	5,206	120	108	12
1963-64	7,530	251	244	7
1964-65	8,810	294	286	8
1965-66	9,210	307	287	20

The Governor's School of North Carolina

An eight-week summer program for 400 selected students from North Carolina secondary schools is a public, experimental school operated by a Board of Governors under the Board of Education of North Carolina. Upon recommendation of school superintendents, high school principals and teachers, on the basis of superior ability in an academic field or a high degree of talent in one of the arts, boys and girls from rising junior and senior classes in the State's secondary schools are invited to attend the summer session at no charge.

During the first three years of operation, beginning in the summer of 1963, the Governor's School was financed by a grant from the Carnegie Corporation of New York, matched by contributions from individuals, industries, and foundations of Winston-Salem. Salem College was chosen for the location. After appraisal of the program as carried out during the three-year period, in 1965 General Assembly of North Carolina voted an appropriation to finance the effort toward differential education for gifted and talented students in the State, continuing the 1966 and 1967 sessions to be operated under the jurisdiction of the State Board of Education.

The purpose of the experimental program is to—

- Provide a variety of distinctive experiences in education to supplement the usual provisions of the local school and

The Governor's School affords exceptionally talented students opportunity for discussions under the leadership of outstanding teachers.



community. Three areas of learning aim at aptitude development, including humanities, (English and foreign languages), natural science, social science, mathematics, art, dance, drama, and music (chorus, orchestra and piano), general conceptual development and personal development.

- Provide in the character of the special school certain experimental and model practices which may stimulate local schools toward further improvement in their present program for exceptionally able and talented students.

- Provide an appropriate setting and functional models for intensive professional training.

- Make possible, and to conduct, scientific studies of the developmental problems of exceptionally endowed youth and of related educational provisions, in order to contribute to behavioral science and to the conservation and development of human resources.

In addition to the studies, guest-lecturers, concerts, dramatic productions, forums, exhibits, films and in-city tours form an important educational experience in the summer program.

Civil Defense Adult Education

The State Board of Education entered into a contract with the U. S. Office of Education in October of 1962 to establish the Civil Defense Adult Education (CDAE) Program. The CDAE Program was established with the State Department of Public Instruction providing leadership and the professional services of a coordinator and two associates. The program is financed with funds provided through the U. S. Office of Education by the Department of Defense.

The Civil Defense Adult Education Program is designed to give citizens a basic understanding of Civil Defense and the action they must take to fulfill their individual, family, and community responsibilities for defense.

The course "Education For Living In The Nuclear Age" alerts and informs participants about the hazards inherent in living in our nuclear age. It provides them with information necessary for personal and family protection in case of attack or natural disaster.

The local CDAE teachers are trained by the State Department of Public Instruction's CDAE staff in 24-hour training courses held throughout the State. These instructors hold North Carolina teaching certificates. Instructors have been trained in 95 school administrative units.

The program has grown steadily since its beginning in North Carolina with courses having been taught in 61 administrative units. The local school superintendent has the local responsibility for the program and is the local Director of Training in a time of emergency.

The North Carolina Civil Defense Agency and local Civil Defense agencies provide technical and advisory support for the program.

Veterans Education

Congress has provided education and training benefits to veterans of World War II, veterans of the Korean Conflict, children of deceased servicemen, and children of totally and permanently disabled servicemen. Persons who served in the Armed Forces after February 1, 1955 were provided educational benefits under the "Veterans' Readjustment Benefits Act of 1966" which became effective June 1, 1966. Eligible persons receive allowances ranging from \$100 to \$150 per month while enrolled in an approved course of education or training.

The State Department of Public Instruction is the designated approval agency for courses in which the eligible persons enroll. There are two categories of approved courses: (1) accredited—those offered by institutions accredited by a recognized regional accrediting agency; (2) nonaccredited—all post-high-school level courses offered in institutions not accredited by a regional accrediting agency. One visit per year is made to each approved accredited institution and two visits per year are made to each non-accredited institution.

Institutions approved include colleges and universities, private business colleges, private trade schools, industrial education centers, technical institutes, community colleges, hospitals, barber schools, beauty schools, and high schools.

A total of 210,200 North Carolina veterans of World War II have been trained under two programs, the World War II GI Bill and the Vocational Rehabilitation Act for the disabled. Of this number, approximately 197,900 have been trained under the World War II GI Bill, using their education and training to assist them in readjusting to civilian life. The remaining 12,300, disabled in World War II service, needed vocational rehabilitation training to overcome their handicaps in order to become employable again.

A total of 63,950 Korean Conflict veterans in the State have taken advantage of training benefits thus far, either under the

Korean GI Bill or the vocational rehabilitation program for disabled veterans. In addition 2,104 war orphans have received training under the War Orphan's Education Assistance Act of 1956.

It is estimated that 11,700 North Carolina veterans will enroll in courses during the school year, 1966-67 and will receive \$7,300,000 in educational benefits.

**TOTAL NUMBER OF NORTH CAROLINA VETERANS ENROLLED IN APPROVED
COURSES UNDER PROVISIONS OF EDUCATION AND TRAINING ACTS
ENACTED BY CONGRESS (Data Through June 30, 1966).**

EDUCATION AND TRAINING	Total Number Enrolled	Total Benefits Paid
World War II	197,900	\$471,420,000
Korean Conflict	61,621	119,648,000
VOCATIONAL REHABILITATION FOR DISABLED		
World War II	12,300	\$ 37,872,000
Korean Conflict	1,794	(included above)
Peacetime	40	(included above)
Orphans Education Assistance	2,104	\$ 4,021,000
Totals	275,926	\$999,800,000

Vocational Rehabilitation

Vocational Rehabilitation is a public service designed to develop, preserve, or restore the ability of disabled men and women to perform remunerative work. Each disabled person served receives the combination of services which meets his individual need. These services may include medical, surgical, and psychiatric treatment; hospital care; artificial appliances; specialized training; living expenses and or transportation during training; occupational tools, equipment, and licenses; placement on the job; follow-up; and professional counseling during the entire rehabilitation process.

Persons with disabilities resulting from birth, disease, accident, or from emotional causes are served. Any handicapped person of employable age, who can be reasonably expected to profit by rehabilitation services, is eligible to apply for consideration.

The division now operates 13 district offices throughout the State, located in Asheville, Chapel Hill, Charlotte, Durham, Fayetteville, Goldsboro, Greensboro, Greenville, Hickory, Raleigh, Salisbury, Wilmington, and Winston-Salem. Rehabilitation Counselors assigned to these offices provide services, on a Statewide basis, to the physically and mentally handicapped. Services are also provided, on a Statewide basis, to the deaf and hard-of-hearing.

Expanded Services—As a result of a special act of the General Assembly in 1963, Vocational Rehabilitation services to the mentally handicapped have been expanded. Plans have been initiated for the development of new facilities and programs to meet the rehabilitation needs of this group of severely handicapped people so that the mentally retarded and mentally ill may have greater opportunity for becoming self-supporting citizens, not dependent on mental institutions or their families. Arrangements have been made for joint agreements between the Division of Vocational Rehabilitation, State Department of Public Instruction, and the State Department of Mental Health for establishing and carrying out programs of this kind. There are now five such facilities in operation, located at John Umstead Hospital—Murdoch Center, Butner; Cherry Hospital—O'Berry Center, Goldsboro; Caswell Center, Kinston; Broughton Hospital—Western Carolina Center, Morganton; and Dorothea Dix Hospital, Raleigh.

Additionally, through combined efforts of the Division of Vocational Rehabilitation and the State Department of Mental Health, five half-way or rehabilitation houses are now in operation in the State, located in Charlotte, Durham, Greensboro, High Point, and Raleigh. These give new hope for the mentally retarded and mentally ill to take their rightful place as productive and contributing members of their local community by providing an opportunity for personal adjustment and transitional living arrangements.

Through cooperative efforts of the Division of Vocational Rehabilitation and the Special Education program, five school units (Asheville City Schools, Guilford County Schools, New Hanover County Public Schools, Raleigh Public Schools, and the Winston-Salem/Forsyth County Schools) are developing a sound future for handicapped students. Others will be developing such programs during the coming year.

The new legislative act also provided for development of sheltered workshops throughout the State to be operated by local boards of directors of non-profit organizations. Sheltered workshops are now in operation in Asheville, Albemarle, Butner, Charlotte, Durham, Fayetteville, Gastonia, Goldsboro, Greensboro, Hickory, Lexington, Morganton, Raleigh, Reidsville, Rocky Mount, Statesville, Waynesville, Wentworth, Wilmington, and Winston-Salem.

Services are also being rendered to a greater number of handicapped individuals through cooperative programs recently established with three hospitals: Charlotte Memorial Hospital, Charlotte; Wake County Memorial Hospital, Raleigh; and Wayne County Memorial Hospital, Goldsboro. The agency has a counselor in each of these hospital settings, and also at the North Carolina Sanatorium, McCain.

GROWTH IN VOCATIONAL REHABILITATION SERVICES

Year	Total Rehabili- tations	Active Clients Served	Clients Receiving Physical Restoration	Clients Receiving Training	Total Clients Served
1961-62	5647	8796	3630	1920	15,435
1962-63	6163	9173	3952	2124	16,299
1963-64	6214	9977	4210	2392	16,816
1964-65	8011	10434	4454	3011	19,367
1965-66	8728	9706	3882	3078	19,997

EXPENDITURES FOR VOCATIONAL REHABILITATION SERVICES

Year	State	Federal	Total	Av. Case Cost
1961-62	\$ 879,673.69	\$1,981,133.27	\$2,860,806.96	\$507.00
1962-63	1,065,836.87	2,486,951.37	3,552,788.24	576.47
1963-64	1,453,500.25	3,391,500.58	4,845,000.83	779.69
1964-65	1,385,953.61	3,247,314.92	4,633,268.53	578.36
1965-66	1,604,367.55	4,229,696.27	5,834,063.82	668.43

PROGRAM-RELATED SERVICES

Educational Media

Changes in school curriculum create new demands for the tools of instruction—materials and equipment. Special programs for educationally deprived children, special classes for exceptionally talented students, team teaching, ungraded classes, college preparatory classes, increased reference assignments, independent study and individualized instruction, and in-school television instruction all demand that pupils be able to understand and use a variety of media of information. Coupled with this demand is the critical need for teachers to have access to professional materials in order to update their professional competencies. Recognizing these needs, the State Department of Public Instruction encourages school administrative units and

individual schools to develop comprehensive educational media services so that pupils and teachers will have access to the materials and equipment needed to support today's school curriculum.

Organization of the newly created Educational Media Section in the State Department of Public Instruction embraces four services essential to a comprehensive media program. Two of these services are already well established—Audiovisual Education and School Library Supervision. Two new services are (1) Federal Programs Office and (2) Learning Resources Services.

THE FEDERAL PROGRAMS OFFICE

This office is responsible for the administration and supervision of Title II of the Elementary and Secondary Education Act (Public Law 89-10). In addition, this office provides assistance to local school administrative units in evaluation, selection, and utilization of school library resources (printed and audiovisual), textbooks, and other printed and published materials allowable under Titles I, III, and V of the Elementary and Secondary Education Act and Title III of the National Defense Education Act.

THE LEARNING RESOURCES SERVICES

This section provides supporting materials services for effective implementations of ESEA Titles I, II, III, and V and NDEA Titles III and V as well as assistance to ongoing State programs involving educational media. Two basic arms of the Learning Resources Services are an education information library and a learning resources examination center:

1. The Education Information Library with ERIC (the USOE Education Research Information Center) materials being a major part of the library's holdings, in addition to other types of professional materials.
2. The Center for Learning Resources, including basal and supplementary State adopted textbooks, display collection of recommended library books, and a revolving collection of new educational media (printed and audiovisual). The center provides consultant service to school librarians, classroom teachers, supervisors and administrators from local school administrative units, as well as consultant

service to teacher trainees and to Department staff on the examination, review, preview, and evaluation of educational media. The center maintains bibliographic control of educational media to the extent practical. A mobile selection aid unit supports in-service programs at the local level to upgrade competencies of school administrative unit personnel in selection of educational media, and make available to eastern and western school administrative units services from the center.

State-level supervision and administration of audiovisual education, the center for learning resources, Federal programs for instructional materials, and school libraries are assigned to the Educational Media Section in the State Department of Public Instruction. Professional library and audiovisual education supervisors devote full time to assisting county and city school administrative units establish, extend, and improve their library and audiovisual services.

AUDIOVISUAL EDUCATION

Audiovisual Education, effective utilization of materials and equipment, is becoming more and more a part of the regular school program in North Carolina. This is partly because more materials and equipment are available through various Federal programs. In order that audiovisual materials and equipment may be used effectively, it is necessary that teachers have an opportunity to participate in pre-service and in-service education programs designed for this purpose. It is also highly important that supervisory personnel be provided at the local level to help teachers, on an individual basis, to select and use the proper materials and adequately evaluate the effectiveness of these materials.

In-service Workshops—The staff of the Audiovisual Education Section has worked with the teachers in approximately 140 school units during the 1964-66 biennium. The types of workshops vary according to the need of the particular administrative unit. Workshops have been held in: (1) transparency production; (2) the use of various audio devices, including the tape recorder; and (3) use of 16mm sound motion pictures and 35mm filmstrips in effective teaching methods. As units expand their audiovisual program and new persons are employed, many of these individuals come to the Audiovisual Education Section



Teachers learn to operate audiovisual equipment.

of the State Department of Public Instruction in Raleigh and work with members of the audiovisual staff in developing specific skills and competency in various areas of audiovisual production.

Audiovisual Directors—Prior to 1964, only 17 administrative units had audiovisual directors qualified as general supervisors with additional training in audiovisual education. During the 1965-66 school year, 18 additional administrative units placed qualified supervisors in charge of their audiovisual programs. The audiovisual director is responsible for working with teachers to improve their utilization techniques. In addition, he coordinates selection and evaluation of materials, directs the 16mm film delivery service, provides extra equipment on a loan basis, and offers an inexpensive materials production service.

Audiovisual Centers—A number of audiovisual centers have been established throughout the State. These centers house collections of 16mm educational films which are circulated to the teachers within the unit. The growth of film collections is reflected in the following table:

MOTION PICTURE FILMS IN UNIT AUDIOVISUAL CENTERS				
Number of Films	Number of Units			
	1956	1962	1964	1966
Under 50 films	16	69	72	71
50-99	33	27	26	19
100-199	*	37	25	23
200-299	*	15	25	18
300-799	*	*	13	28
800-	*	*	8	10
*Data not available.				

Services to the Local Education Agencies—The Audiovisual Education Section of the State Department of Public Instruction operates a 16mm film library on professional education subjects. This library provides materials used by the local supervisory and administrative personnel in upgrading the professional competence of teachers. The library contains approximately 200 film titles for circulation, on a free loan basis, through the supervisors in the local administrative units.

The audiovisual section also provides a duplicating service for audio-taped materials for the public schools. The majority of the work has been in the area of modern foreign language tapes. The producers of the modern foreign language texts currently in use in North Carolina have granted permission to reproduce the tapes which correlate with their French and Spanish texts. This section makes these tapes available to the schools at the cost of the tape plus mailing, providing considerable savings for the local units. It is anticipated that this tape duplication service will be expanded to include other subjects.

Services for the State Department of Public Instruction Personnel—In order that the various State supervisors may conduct more effective meetings in the field, the Audiovisual Education Section has established a graphic production service to provide transparencies, slides, and charts to these supervisors within the Department. Audiovisual equipment is also made available for supervisors to use in the field. The Department personnel are fully utilizing this service.

SCHOOL LIBRARIES

North Carolina subscribed to the belief that good school library service is basic to good education. The recognized pattern of school library service for North Carolina is a central library for every elementary, junior high, and high school. This is reflected in State budgets, State accreditation standards, and in new school construction.

The school library is a center for many types of information media both for the college-bound student and for the youth who will take his place in the world of work immediately after leaving high school. The elementary school child looks to his library for answers to the many questions stemming from classroom study. Materials in the school library include media such as :



Students use microfilm in a research assignment.

library books
magazines
newspapers
pamphlets
models

filmstrips
supplementary books
maps, globes, charts
programed materials
pictures

slides
recordings
8mm films
professional
materials
for teachers

The school library makes a unique contribution to the teaching of reading by furnishing all types of reading materials, by working with teachers to promote lasting interest in reading, and by helping individual pupils—gifted, average, and slow learners—to open windows into the world, present, past, and future.

The services of a qualified school librarian are as basic to an effective library program as the classroom teacher is to instruction. The supply of qualified school librarians is one of the critical areas of the school personnel shortage. An emerging development is the practice of employing library aides or library clerks to do necessary clerical tasks so that librarians may devote more time to helping students and teachers make effective use of library resources and services.

One of the most promising developments in school library service is the attention being given to system-wide library and audiovisual education programs. In 1965-66 there were 56 school library supervisors employed in 53 of the 169 administrative units. There is more vitality, economical coordination, effective service; less duplication of effort, and improved quality of instructional materials services, where there is coordination and supervision of these services at the administrative level.

Library Materials—Basic to the library is the maintenance of adequate collections of materials. In 1965-66, the total number of library books owned by the public schools was 10,407,829 volumes, an increase of 840,663 volumes over the previous year. Another 600,000 volumes had been purchased but not delivered. Approximately \$8,000,000, an average of \$6.64 per pupil, was committed for printed and audiovisual materials and supplies in 1965-66. Of this total amount, the approximate breakdown was \$2,000,000 State funds; \$4,000,000, Federal funds; and \$2,000,000 local funds.

Selection of library materials to be purchased for inclusion in a given library is made by local school personnel, and policies and procedures for selection of library materials is the responsibility of the local boards of education. The State Department of Public Instruction prepares many bibliographies of recommended materials and assists school administrative units in the development of sound and professional selection policies and procedures. To facilitate selection and purchase of library materials, the Department encourages county and city boards of education to adopt a written policy statement for selection of library materials.

Library Quarters—All junior and senior high schools have libraries and over 90 percent of the elementary schools. However, space for the library is often inadequate. Many newly constructed school plants provide space and facilities for effective utilization of the newer media by all students and teachers. An example of this is the new Lexington Junior High (Middle) School in which the library center is 14,000 square feet, whereas the proposed gymnasium will be 8,000 plus square feet. Guidance from the Division of School Planning, State Department of Public Instruction, and cooperation from architects influence the design of adequate school libraries.

Library Personnel—Since 1961 there has been a phenomenal increase in library personnel due to increased State support, accreditation standards, and inclusion of library positions in projects for the educationally deprived under Title I of the Elementary and Secondary Education Act. In 1965-66 there were 1,565 school librarians employed in the public schools, an increase of 326 over the preceding year. It is estimated that this number will reach 2,000 by 1967.

PUBLIC SCHOOL LIBRARIES STATISTICAL REPORT, 1965-1966

NUMBER OF SCHOOLS, Elementary, Junior High, High School	2,164
NUMBER OF SCHOOL LIBRARIES	2,050
NUMBER PUPILS ENROLLED	1,204,351

PERSONNEL

Number librarians engaged library work full time or major portion of time ...	1,565
Number city and county library supervisors or coordinators	56

MATERIALS—SCHOOL OWNED

Number library books	10,407,829
Last report	9,567,166
Added	1,432,879
Volumes per pupil	8.64
Number magazine subscriptions	208,019
For pupils	135,178
For teachers	72,841
Number filmstrips	844,801
Number recordings, disc and tape	509,181

CIRCULATION

Books	41,738,824
Per pupil	34.65
Filmstrips	1,701,031
Per school	786
Recordings, disc and tape	1,970,041
Per school	910

*EXPENDITURES

Total	\$6,518,174
Per pupil	\$5.41
Books	\$4,295,111
Per pupil	\$3.56
Magazines, pamphlets and newspapers	\$ 624,027
Per pupil	\$0.52
Library supplies and binding	\$ 456,801
Per pupil	\$0.38
Audiovisual materials	\$1,415,840
Per pupil	\$1.18

*This report does not reflect approximately \$2,000,000 federal funds committed for orders placed before June 30, 1966 for materials to be delivered during fiscal year 1967.

EXPENDITURES FOR SCHOOL LIBRARIES

Library Books

All Library Materials and Supplies

Year	Total	Per pupil	Total	Per pupil
1959-60	\$1,384,942.11*	\$1.25*	\$2,056,112.86	\$1.92
1960-61	1,564,930.63*	1.39*	2,598,539.58	2.31
1961-62	2,010,033.77*	1.78*	3,080,397.54	2.70
1962-63	1,916,374.17	1.65	3,730,468.79	3.20
1963-64	2,676,442.00	2.26	4,735,518.00	3.99
1964-65	2,920,544.00	2.43	5,647,559.00	4.70
1965-66	4,295,111.00	5.41	6,518,174.00	5.41

*Includes expenditures for books and periodicals.

NUMBER AND CIRCULATION OF LIBRARY BOOKS

Year	Total Volumes	Volumes Per Pupil	Volumes Added	Total Circulation	Circulation Per Pupil
1934-35	1,636,835	1.8	—	4,438,210	7.5
1939-40	2,163,183	2.5	—	8,257,486	12.24
1944-45	3,197,933	4.2	—	9,838,935	14.29
1949-50	3,985,289	4.89	—	12,135,738	14.88
1954-55	5,191,697	5.04	—	18,867,530	18.31
1959-60	6,409,323	5.98	560,522	25,272,967	22.85
1960-61	6,765,372	6.02	665,496	26,763,986	23.82
1961-62	7,299,273	6.39	718,399	29,673,250	25.99
1962-63	8,548,060	7.35	909,156	35,520,039	30.56
1963-64	8,886,042	7.49	1,060,691	36,201,618	30.59
1964-65	9,567,166	7.97	1,089,859	40,706,790	33.89
1965-66	10,407,829	8.64	1,432,879	41,738,824	34.65

EXPENDITURES FOR SCHOOL LIBRARIES

Year	Total Expenditures	Average Per Pupil
1929-30	\$ 128,441.55	\$.32
1934-35	112,746.83	.17
1939-40	268,529.77	.40
1944-45	443,199.66	.64
1949-50	876,871.50	1.08
1954-55	1,347,177.91	1.31

SCHOOL LIBRARY PERSONNEL

Year	Librarians			Supervisors		Percent Adm. Units Employing Supervisors
	Elementary	Secondary	Total	Pupils Per Librarian	Total	
1929-30	—	—	11	—	—	—
1934-35	—	—	43	—	—	—
1939-40	—	—	103	—	—	—
1944-45	28	93	121	—	—	—
1949-50	122	214	336	—	—	—
1954-55	168	199	367	—	—	—
1959-60	204	354	558	1,981	15	9
1960-61	198	360	558	2,041	17	10
1961-62	377	561	938	1,217	25	14
1962-63	402	593	995	1,167	30	17
1963-64	551	702	1,253	947	53	27
1964-65	640	740	1,380	835	59	30
1965-66	798	767	1,565	770	56	29

Guidance Services

The guidance program in public schools is the direct outgrowth of the values of our American culture—our concern for the individuality of each child and youth; our belief in freedom of choice, in self-realization, in planning for the future. The goals of guidance focus on activities designed to help individuals gain self-understanding, develop self-direction, adjust to a rapidly changing society, and establish and pursue suitable personal, educational, and vocational goals.

Specifically, guidance activities help the individual to—

- Understand himself as a unique, worthy and growing individual
- Identify his own special characteristics, interest, aptitudes, and skills

- Relate his school experiences to his growth and development
- Evaluate school progress in relation to his abilities and needs
- Make satisfactory personal and social adjustments
- Make realistic and appropriate educational and vocational choices and plans leading toward the fullest development and use of his capacities for the maximum benefit to himself and to society.

The guidance process is continuous and is adapted to the needs of pupils at each educational level. It is a total staff endeavor in which teachers, administrators, and other members of the school staff render assistance according to their particular knowledge and skills.

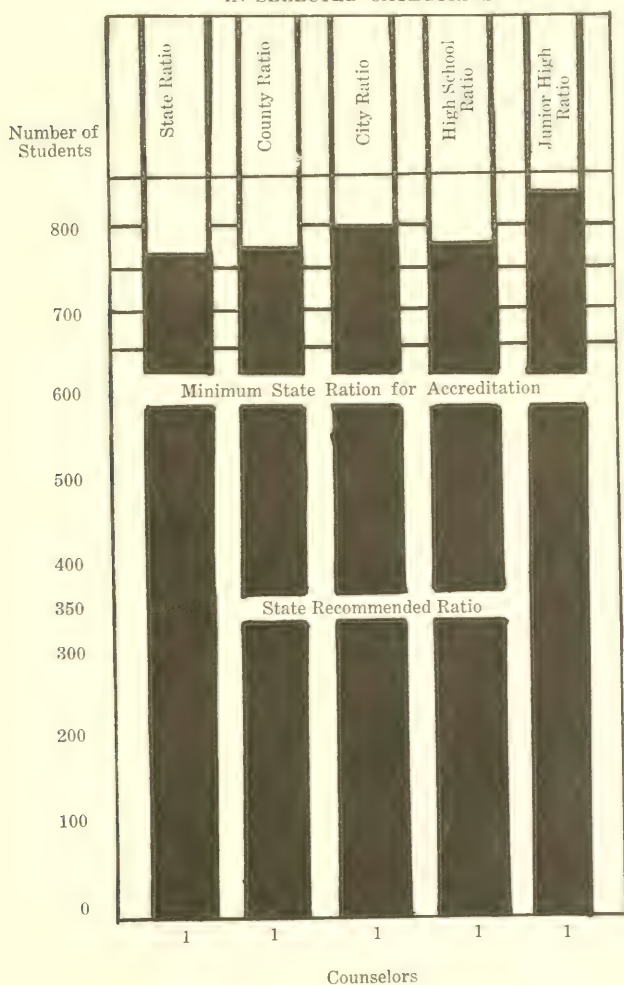
The teacher has the first opportunity and primary responsibility for assisting students in self-understanding and providing school experiences which contribute to their overall growth and achievement. The school administrator provides the leadership in developing the climate and the school program in which the needs of students are the primary concern and in providing staff and facilities essential to an effective guidance service.

Although an effective guidance service involves the entire staff, the professional counselor is the individual in the school who has primary responsibility for providing the more specialized services which students need and in coordinating all of the school's guidance services. The professional role of the counselor includes such activities as:

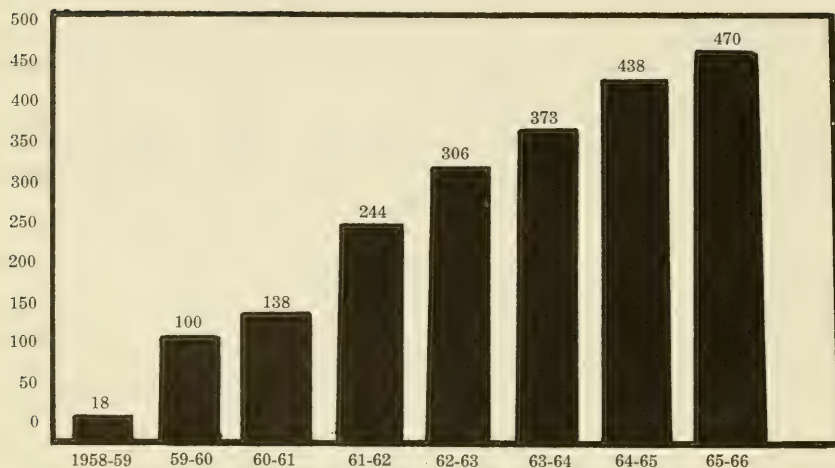
- Counseling individual students at the highest level of professional competence in the areas of personal-social adjustment and in educational and vocational planning
- Aiding the school staff in selecting and using diagnostic techniques in analyzing abilities and achievements of pupils
- Consulting with and advising the staff about pupils with special needs
- Engaging in research activities and providing data about the characteristics and needs of pupils as a basis for evaluating the total school program

- Providing leadership in the maintenance and use of adequate and current guidance information needed by pupils in making educational and vocational decisions
- Organizing and or conducting in-service education activities to assist teachers in meeting guidance needs of pupils
- Establishing cooperative relations with educational institutions, business and industry, and community agencies and organizations which can contribute to the guidance needs of youth.

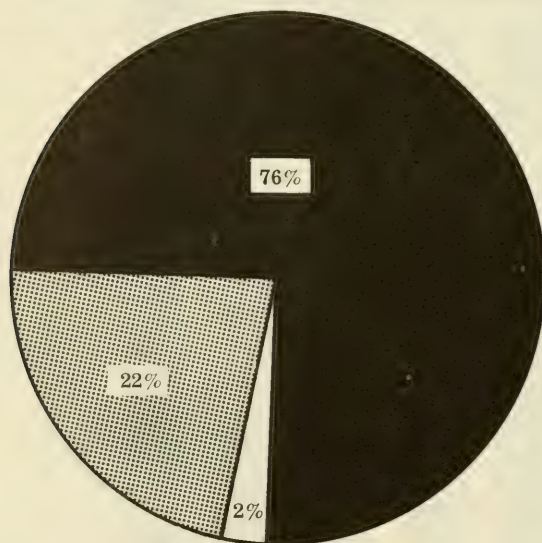
SUMMARY OF STUDENT-COUNSELOR RATIO, 1965
IN SELECTED CATEGORIES



GROWTH OF FULL-TIME COUNSELORS



CERTIFICATION STATUS OF FULL-TIME COUNSELORS — 1965



KEY



Counselors Certified

Counselors Completing Work
for CertificationCounselors not Working
Toward Certification

High School Equivalency Program

The High School Equivalency Program gives adults who did not formally complete high school a "second chance." By successfully completing a series of tests with scores equal to the upper 70 percent of those seniors who were graduated, an applicant may demonstrate his general educational competence, and is awarded a Certificate of High School Equivalency by the State Superintendent of Public Instruction.

Interested applicants apply to any local county or city superintendent of schools and are tested at one of the 17 designated testing centers located geographically throughout the State. During the current biennium the number of centers has been increased by two. In addition, a special center was established for testing blind and visually-handicapped persons.

Members of the Armed Forces from North Carolina take the tests administered by Education Officers using the restricted military forms of the test and report the results through the United States Armed Forces Institute. Over the years, more than half of the applications handled have originated in military services.

The program is made available, through a cooperative arrangement with the Prison Department, to qualified prison inmates and has proved a significant aid in their rehabilitation.

During the biennium the service was extended to eligible persons confined in State-supported hospitals. In these cases, the tests are administered by designated counselors in Vocational Rehabilitation Facilities.

Special arrangements for cooperation with recently established Job Corps Centers in the State have been effected so that eligible enrollees may be tested for high school equivalency.

The number of applicants continues to grow both in the State and in the nation. Hundreds of former high school drop-outs find the High School Equivalency Certificate opens doors formerly closed to them—opportunities for college, for jobs, for promotions, for further training programs, and for careers.

HIGH SCHOOL EQUIVALENCY APPLICANTS

Examinees Awarded Certificates

Examinees Not Successful

Fiscal Year	Service Personnel	Civilians	Total	No.	Per Cent
1962-63	759	643	1,402	419	23
1963-64	1,173	984	2,157	655	23.3
1964-65	1,280	1,280	2,560	656	20.4
1965-66	1,016	2,174	3,190	934	22.6

Testing

Standardized testing continues to be an important and extensive practice in the public schools. Currently it has been given renewed impetus with the advent of the Elementary and Secondary Education Act (Title I) and the necessity for the objective evaluation of projects under that program. It has been given continuous emphasis since 1959 in the National Defense Education Act (Title V). The major tests of the principal test publishers have practically all been revised and improved since 1960, with the result that national norms have gone upward. Schools assessing their relative standing on the basis of new tests are continually challenged to improve.

While objective tests do not in themselves represent all the aims and objectives of a good school program, their use as an aid in achieving certain specific purposes is essential. The chief purposes are:

- Determining readiness for formal instruction
- Providing data on the progress of individual students as a basis for counseling.
- Diagnosing strengths and deficiencies of students
- Assessing needed emphases in the instructional program
- Grouping students for effective instruction
- Screening students for classification in special classes
- Evaluating the school program
- Determining abilities and interests of students
- Assessing effectiveness of various school practices.

Administrators, counselors, teachers, and other professional personnel find information from tests a valuable aid in decisions they must make in the performance of their duties.

The extent of standardized testing in the State may be observed from the tables.

**EXTENT OF TESTING—GRADES 7-12
INCLUDING TESTS ADMINISTERED UNDER NDEA PROJECTS**

1964-65							
Grade	Seven	Eight	Nine	Ten	Eleven	Twelve	Total
Total Tests Administered	28,233	24,059	109,300	54,119	73,525	20,341	309,577
Scholastic Aptitude or Intelligence	14,949	3,809	48,458	16,594	29,278	6,915	120,003
Multifactor Aptitude	—	1,761	15,702	4,271	2,381	919	25,034
Achievement Battery	10,476	16,075	32,721	23,326	30,691	7,380	120,669
Single Subject Achievement	2,808	2,414	12,419	9,928	11,175	5,127	43,871
1965-66							
Grade	Seven	Eight	Nine	Ten	Eleven	Twelve	Total
Total Tests Administered	38,381	45,294	97,114	71,297	64,272	18,037	334,395
Scholastic Aptitude or Intelligence	18,036	9,714	23,947	26,607	26,026	8,872	123,202
Multifactor Aptitude	—	6,476	15,975	8,869	2,263	1,444	35,027
Achievement Battery	17,900	23,436	33,060	17,082	25,659	4,658	121,795
Single Subject Achievement	2,445	5,668	14,132	18,779	10,324	3,063	54,411

Accreditation

Evaluation and accreditation by the State Department of Public Instruction is an important element in the improvement of all levels of public school education in North Carolina. Elementary and secondary schools are accredited by the State agency. This places North Carolina in a select group in school accreditation in that it is one of a small number of states that accredits elementary schools.

State Accreditation—Secondary school accreditation by the State agency began during the 1919-20 school year. As of the 1965-66 school year 719 secondary schools serving 91 percent of the State's secondary pupils were accredited. All high schools which include a twelfth grade are accredited.

Elementary school accreditation by the State agency began in the early 1930's. As of the 1965-66 school year, 1,299 elementary schools serving 71 percent of the State's elementary pupils were accredited.

The standards for the accreditation of schools at all levels were revised during 1961 and 1962, and were made effective during the 1962-63 school year. All schools are to be evaluated

and accredited under these more comprehensive and demanding standards.

As of the 1965-66 school year, 508 elementary and 178 secondary schools had been evaluated and accredited under the new standards.

Regional Accreditation—The staff of the Department of Public Instruction works very closely with the State committees of the Southern Association of Colleges and Schools in that organization's program of accreditation for North Carolina schools.

The accreditation of schools by the regional agency has been increasing rapidly. Eighty-two elementary schools have been accredited since 1963-64, raising the total of elementary schools accredited by the regional agency from 234 to 316. An additional 308 schools in 45 administrative units are affiliated with the Southern Association. Such affiliation is a preliminary step in seeking accreditation. Approximately 32 percent of North Carolina is served by schools that are affiliated with or accredited by the regional agency.

Sixty-six additional secondary schools have been accredited by the Southern Association since 1963-64, raising the total of schools accredited by that agency from 227 to 293. Approximately 54 percent of North Carolina's secondary school children are served by regionally accredited schools.

Each school seeking accreditation by the State or Southern Association is required to conduct a comprehensive self-study of its entire program. In the self-study process, the program of the school is examined and evaluated in terms of the educational needs of the children being served. This kind of self-study is important in promoting overall improvement in the teaching and learning for which the school is responsible. The most important element in the process of evaluation and accreditation is the improvement it promotes within the school rather than the recognition received when the school becomes accredited.

School Food Services Program

The National School Lunch, the Special Milk, and the Direct Distribution Programs make up the North Carolina School Food Services Program. Since the inception of these programs, School Lunch and Special Milk have been administered by the State Department of Public Instruction through the Division of Vocational Education; and the Direct Distribution Program has been administered by the North Carolina Department of Agriculture.

The passage of the National School Lunch Act in 1946 brought about a great innovation in education. Through the years, availability of nutritionally adequate lunches to all students has been a major objective. Much emphasis has been placed on feeding hungry children. However, feeding hungry children is but a first step in the modern School Food Service Program. Nutrition education actually taught, learned, and applied in individual lives of pupils is the real justification for food services being administered by school systems.

Administrators of North Carolina School Food Service Programs are becoming aware of the educational potentials of the program. They are providing qualified School Food Service supervisors at the school administrative unit level to implement program standards; to involve students, parents and faculty members; and to promote school food services through sound business and educational techniques.

Schools participating in the National School Lunch Program follow a menu pattern based on nutritional research. The lunch provides one-third of the recommended daily dietary needs of the child, including proper quantities of protein-rich foods, fruits and vegetables, bread, butter or margarine, and a half pint of whole milk. With well balanced school lunches, children learn to eat a wide variety of foods, develop desirable food habits and become better informed about the kinds and amounts of foods needed for normal growth and health. Utilization of lunch programs as educational opportunities in all schools is encouraged. Elimination of the sale of items of foods and drink other than regular lunches and whole milk, and simple breakfasts where these are justified, is also stressed as an objective of the School Food Service Program.

Federal funds for the School Lunch Programs are apportioned among the states for reimbursing schools for part of the food cost. Accounting at State level is done by data processing. All monthly claims for reimbursement are processed and submitted to the Data Processing Office. All claims reaching the State School Food Service Office by the tenth of the month are paid by the twenty-fifth of the month.

From the information furnished on the claims, a detailed statistical statement is compiled on the daily operations of the schools and mailed to superintendents and principals. The statement furnishes general information on the average daily attendance, participation, the number of children served free or at reduced lunch prices, and the percentage of each of these categories. Also, it provides an operational analysis on income and

expenditures showing cost per meal for food, labor and other expenses. These are furnished on a monthly and a year-to-date basis. This makes it possible for administrators to have a true picture of the operation at any given time during the year.

Also school food service personnel information has been placed on data processing. A complete statistical analysis has been made on all personnel, giving the total number of employees by job classifications, formal education, years experience, age, and hourly wage. State wage averages and number of personnel required in each operation were furnished school administrators.

During 1965-66, a 60-hour course in nutrition was taught through the Educational Television Network. The course was jointly sponsored by the State Department of Public Instruction and the Department of Community Colleges and 1,429 school food service personnel completed it. In September of 1966 another 60-hour course, "Overview of School Food Services", will begin. Four other courses have been scheduled for production in the near future. These will include "Management", "Use and Care of Equipment", "Procurement and Quantity Cookery".

A program to place nutrition adequacy on the computer was planned in 1965-66 and will be placed in operation during the 1966-67 school year. Each of the component parts of the type A lunch will be analyzed daily, weekly, and year-to-date in order to determine if the lunch meets nutritional adequacy as prescribed in the standards set by the State Board of Education.

The following information reflects the need for increased participation in the North Carolina School Food Service Program:

- Number of children in average daily attendance, 1,101,988
- Number of children in average daily participation in the National School Lunch Program, 736,784
- Number of children in average daily attendance who do not participate in the National School Lunch Program, 365,204
- Number of public schools in North Carolina, 2,164
- Number of schools participating in the National School Lunch Program, 2,004, of which 65 are satellite schools whose food is prepared in other school kitchens

- Number of children in attendance in schools with National School Lunch Programs who do not participate daily, 244,000
- Approximate number of children in average daily attendance who participate in a la carte schools, 116,000
- Approximate number of schools without school food service facilities, 13
- Approximate average daily attendance in schools without facilities, 5,000.

The National School Lunch Program schools had a participation of 77% of their average daily attendance. However, only 67% of the average daily attendance in all schools of the State participated in the program. The remaining 33% was made up of 5,000 children who have no food service; 116,000 children who are served in a la carte schools; and 244,000 who did not participate in the National School Lunch Program, largely because of inadequate funds or poor eating habits.

EXPENDITURES BY PURPOSE

Year	Food	Labor	Other	Total
1946-47	\$ 5,917,584.36	\$ 1,976,460.99	\$ 552,812.00	\$ 8,446,857.35
1959-60	18,555,413.69	6,954,077.28	2,252,229.58	27,761,720.55
1960-61	19,404,514.06	7,484,914.30	2,395,226.52	29,284,654.88
1961-62	18,581,891.33	8,150,185.21	2,808,194.29	29,540,270.83
1962-63	21,254,850.00	8,917,646.10	2,965,108.05	33,137,604.15
1963-64	22,746,937.53	9,422,543.22	3,306,899.23	35,476,379.98
1964-65	24,242,320.00	10,452,601.00	3,754,225.00	38,449,146.00
1965-66	27,763,338.00	11,858,168.00	3,389,043.00	43,010,549.00

SCHOOL LUNCH PROGRAM ANALYSIS

Year	No. Schools	Average Daily Attendance	Total Meas	A.D.P. %	Number Free Lunches	% Free	A.D.P.
1946-47	1224	344,431	31,314,090	66.0	1,915,988	6.1	227,325
1946-47	1665	725,325	73,237,962	66.3	5,102,505	7.0	481,191
1960-61	1788	861,766	100,526,281	66.1	6,254,779	6.2	569,857
1961-62	1817	874,691	105,831,305	68.3	6,135,321	5.8	597,354
1962-63	1849	893,814	110,178,175	68.9	6,198,053	5.6	616,000
1963-64	1850	921,373	114,384,097	69.5	6,312,128	5.5	640,152
1964-65	1901	948,519	122,113,531	72.0	7,845,464	6.5	683,271
1965-66	1939	964,571	132,218,763	76.4	12,558,427	5.5	736,784

PROGRAM INCOME BY SOURCE

Year	Students	Adults	Federal Lunch Reimb.	Federal Milk Reimb.	Other	Total
1946-47	\$ 5,266,360.15	\$ 297,675.38	\$3,204,890.87	\$ 21,527.00	\$ 82,237.70	\$ 8,872,691.65
1949-50	22,289,622.11	1,228,757.50	3,846,242.17	1,066,552.92	235,990.49	28,667,165.19
1960-61	23,152,383.26	1,221,337.11	3,617,469.07	1,074,886.59	29,321,482.11	29,321,482.11
1961-62	24,089,722.82	1,363,805.09	3,613,913.37	1,286,235.39	265,321.57	31,518,998.21
1962-63	26,151,206.55	1,395,316.42	4,347,099.00	1,416,649.44	236,980.16	33,547,251.57
1963-64	27,353,746.19	1,444,183.24	5,257,525.00	1,394,683.43	360,698.17	35,810,826.03
1964-65	29,088,448.00	1,531,463.00	5,945,544.00	1,408,884.00	559,039.00	38,653,318.00
1965-66	30,666,521.00	1,659,351.00	6,940,023.00	1,719,419.00	1,738,733.00	42,720,649.00

Attendance Counselor Program

The 1962-64 biennium was the first time in North Carolina history that State funds have been allocated for aid to county and city administrative units for the purpose of enforcing compulsory attendance laws.

Not all administrative units in the State were allotted positions because the demands exceeded available funds. Priorities in allocating funds are based on the need, ratio of pupils to be served, availability of local funds, and availability of qualified personnel to perform the job on a full-time basis. Prior to this time attendance counselors were paid entirely from local funds.

In 1963-64 only 63 of 122 positions filled were occupied by attendance counselors who had previous experience in this work. During 1964-65 there were 139 positions filled and 114 of the attendance counselors were experienced; in 1965-66 there were 142 positions filled and 119 counselors had prior experience; and for the 1966-67 school year 144 positions have been filled and 130 of the positions are occupied by attendance counselors with previous experience.

Since the inception of State aid to county and city school systems for attendance counselors, the educational training of these counselors has risen. In 1963-64 eight percent had less than a high school education. This percentage dropped to four for the 1966-67 school term. For the 1966-67 school year, 25 of the 144 counselors allotted by the State, or 17 percent, have five or more years of college training.

The services of attendance counselors are shared in 34 of the 145 administrative units in which they are assigned. Local boards of education supplement the basic State allotment with funds for salary and travel.

Attendance counselors are improving school attendance in the State. They counsel with dropouts and potential dropouts, give encouragement to chronic absentees, and secure many other types of assistance incident to encouraging school attendance.

ATTENDANCE COUNSELORS

Year	Number Allotted	Number Administrative Units	Total State Funds Allotted	Average Amount State Funds Per Position
1963-64	124	133	\$266,625	\$2150.20
1964-65	139	147	301,925	2172.12
1965-66	142	149	324,621	2286.06
1966-67	144	145	356,280	2474.17

School Athletics and Activities

Student activities in North Carolina are regarded as an integral part of the total school program, with possibilities for enriching the experiences of all students. However, unless they do contribute in a positive manner toward the well-balanced growth and development of youth, they miss their avowed purposes and cannot be justified.

Student activities, including interscholastic athletics, play a prominent role in the total educational experiences of youth in North Carolina public schools today. Recognizing the significance of these activities when properly organized and administered, the State Board of Education in July of 1962 established a new staff service in the Department of Public Instruction known as "School Athletics and Activities." This action was paralleled by the issuance of a policy statement concerning the protection of school time of both students and teachers for a quality instructional program. The policy places emphasis on the proper balance between subjects and activities. Student activities of whatever nature, according to the policy statement, should enforce and extend the educational experiences provided through the curriculum.

Student Activities—Through the new staff service, efforts are being made to assist schools in coordinating and supervising student activities, both extracurricular and subject-related, in order to bring additional strength and quality to the overall educational program throughout North Carolina. During the past biennium a student activities handbook, in which objectives and sound practices are stressed, was developed as a guide for teachers, administrators, and school board members in their efforts to initiate and vitalize out-of-class activities.

STUDENT ACTIVITIES PROGRAMS IN THE PUBLIC SCHOOLS, 1965-66		
	High Schools	Junior High Schools
Schools reporting	685	111
Activities	Number of Schools Participating	
Chorus	521	105
Student Government	513	105
Annual (Yearbook)	461	2
Library Club	454	10
Newspaper	391	65
Band	376	107
Beta Club	327	3
Dramatics	326	48
Honor Society	240	38
Debating	182	10
Student Handbook	120	34
Journalism	100	23
Orchestra	55	48



Football is the second most popular sport in the public schools of the State.

Interscholastic Athletics—Sports programs in North Carolina's public schools are rapidly expanding. The majority of high schools provide for three or more interscholastic sports. Thirty-six of the larger high schools have teams in seven or more different sports.

Basketball continues to be played by more schools (elementary, junior high, and senior high) than any other sport. Track and field, which has become a fourth major interscholastic sport (baseball and football rank second and third), was offered by 363 schools in 1965-66, an increase of 60 over the previous school year. The number of golf, tennis, and wrestling teams in 1965-66 increased slightly over the total for 1963-64.

Athletic programs in elementary schools (grades 7 and 8) and junior high schools are becoming more varied. The majority of junior high schools have teams in four different sports. The trend is to provide for the athletic interests of more students.

**INTERSCHOLASTIC ATHLETIC PROGRAMS
IN THE PUBLIC SCHOOLS, 1965-66**

High Schools	
Schools reporting	685
Sports	Number of Schools Participating
Basketball:	
Boys	672
Girls	481
Baseball	520
Football	430
Track and Field	363
Golf	157
Tennis	71
Wrestling	65
Swimming	11
Cross Country	7
Soccer	5
Junior High Schools	
Schools reporting	111
Sports	Number of Schools Participating
Basketball:	
Boys	95
Girls	17
Baseball	82
Football	77
Track and Field	70
Golf	16
Tennis	4
Elementary Schools (Grades 7-8)	
Schools reporting	1,740
Sports	Number of Schools Participating
Basketball:	
Boys	399
Girls	278
Baseball	158
Football	131
Track	46
Softball	25

Printing and Publications

Forms and printed materials needed for use in the administration and operation of the public schools are prepared and distributed by the State Department of Public Instruction and the Controller's Office of the State Board of Education. Costs of such materials are partly borne by the State and partly defrayed by receipts from sales.

Since 1936, the State Department of Public Instruction has published the *North Carolina Public School Bulletin* as a means of communication between the schools and the Department. It is issued monthly except June, July, and August and is sent free to public school administrative and supervisory personnel as well as to the State's news media, libraries, and to any other individuals and organizations interested in public education in North Carolina.

Curriculum bulletins, presenting suggestions for improving course content and teaching methods, are issued and revised as needed. They are prepared by Department personnel, generally in cooperation with educators in the field and with college and university faculty members. Other printed publications present information on various aspects of public education such as guidelines and standards for the accreditation of schools, approved teacher education programs, and other school programs.

In addition to the printed publications listed below, numerous guides, bulletins, newsletters, and informational brochures prepared by Department staff members are duplicated in quantity and distributed to school personnel, generally free of charge.

PUBLICATIONS PRINTED DURING 1964-65 BIENNium

Title	No. Copies
Student Activities	5,000
Athletics in North Carolina Public Schools	1,500
Social Studies Curriculum Guide, Grades 1-8	15,000
Guide for the Student Teaching Program	5,000
Educational Directory, 1964-65	7,500
Biennial Report, Part I, 1962-64	3,600
Reference Materials for School Libraries	8,000
Report on Program for Professional Improvement	1,500
Learning Resources Library	5,000
Training Opportunities for High School Students	4,000
North Carolina Materials and Resources	6,000
School Food Service Sanitation Manual	4,000
Educational Directory, 1965-66	7,500
N. C. Laws Relating to School Construction	5,000
Physical Education, Grades 7-12	5,000
Improving Instruction . . . Through Title III, NDEA—1958-1965	3,000
Teacher Aide in North Carolina's CSIP	3,500
Latin Curriculum Guide	5,000

Educational Research

Educational Research, a staff service since 1960, is concerned with a broad scope of activities which simultaneously involve educators at the local level, graduate students, and members of the Department of Public Instruction. Though some independent investigations are effected through this service, major attention is given to assisting and helping to coordinate the

decentralized activities of many others who are pursuing educational studies. For example, activities include:

- Assisting individuals and divisions in the Department of Public Instruction in planning and executing needed research and in discovering the most effective approaches for widespread use of research findings
- Working cooperatively with the Publications Section to disseminate through appropriate channels pertinent research findings in education
- Assisting local communities in research projects, with emphasis on identification of worthwhile areas of research, authenticity in use of research techniques, honest interpretation of data, and effective use of research findings
- Assisting graduate students in choosing research topics relative to education in North Carolina, in limiting the scope of their investigations, and in using available information in the Department of Public Instruction as effectively as possible
- Cooperating with departments and schools of education through lectures, participation in panels, and coordinating certain research efforts with those of the Department.

Assistance is also available to local administrative units in strengthening their efforts in educational research, with particular emphasis on the importance of developing a positive climate for accepting new ideas at the local level; the importance of recognizing the necessity for change; the growing necessity for teachers to keep up-to-date with research findings in their areas of special concern; the values which come to school personnel and students themselves when educators participate in local studies, investigations, or experiments which give promise of improving instruction within the community; and the application of research findings without fear of censure when success does not always accompany these efforts.

Results of a four-year experiment relative to teacher merit pay were presented to the 1965 General Assembly in a 147-page volume (see page 53).

Textbooks

Textbooks used in the public schools are adopted by the State Board of Education.

All books submitted by publishers for a particular subject adoption are evaluated by a Textbook Commission appointed by the Governor upon recommendation of the State Superintendent of Public Instruction. The Commission is composed of teachers, principals, supervisors and superintendents.

Basic and supplementary textbooks are purchased and distributed to the county and city units by the Division of Textbooks of the Controller's Office. Basal books are furnished free for grades 1-8. Books used in the high schools, grades 9-12, are furnished under a rental plan with the State matching (beginning 1963-64) the student's rental fee. Supplementary textbooks are furnished free (beginning 1965-66) in grades 1-8.

INVENTORY OF BOOKS

(At the close of each fiscal year)

Year	Basal Elementary Books (Free)	High School Books	Supplementary Books (Elem.)	Library Books
1939-40	5,050,532	1,016,135	505,186	5,736
1944-45	5,096,135	1,767,157	835,460	404,514
1949-50	6,700,336	1,406,619	1,385,658	840,819
1954-55	8,384,982	1,507,090	2,162,974	1,147,720
1959-60	7,379,491	1,624,448	2,859,718	1,312,949
1960-61	7,024,184	1,704,697	3,072,751	1,354,765
1961-62	6,828,936	1,790,702	3,262,475	1,382,731
1962-63	8,369,763	1,974,989	3,446,632	1,292,446
1963-64	8,003,025	2,181,024	3,588,395	1,314,082
1964-65	7,526,771	2,257,873	3,758,896	1,346,448
1965-66	7,551,530	2,696,474	4,582,704	1,657,118

EXPENDITURES FOR TEXTBOOKS

(This includes the cost of books, cost of rebinding and *operating expenses)

Year	Basal Elementary Books (Free)	High School Books	Supplementary Books (Elem.)	Library Books
1939-40	\$ 193,324.74	\$ 225,131.92	\$ 19,115.09	\$ 4,180.12
1944-45	221,243.01	993,404.58	69,049.18	127,446.80
1949-50	982,179.10	305,377.10	116,778.16	135,383.01
1954-55	1,110,043.19	514,829.77	213,850.15	455,363.81
1959-60	1,839,042.58	768,987.61	219,999.60	511,631.18
1960-61	2,178,286.76	821,802.20	241,881.61	548,197.94
1961-62	1,179,518.94	1,234,844.29	312,179.92	738,264.35
1962-63	3,936,253.26	1,595,886.34	372,838.46	371,065.43
1963-64	3,030,094.14	2,286,135.05	287,397.45	585,408.27
1964-65	3,031,050.10	2,287,391.02	432,899.26	750,459.22
1965-66	2,875,496.12	3,346,729.42	1,530,617.63	668,613.23

*Estimated 1965-66



A shipment of books arrives at the State Textbook Warehouse.

Transportation

Approximately 593,000 pupils, or 53 percent of North Carolina's school children, are transported to and from school by more than 9,100 school buses. During the 1965-66 school term these buses traveled more than 61,000,000 miles at a cost of \$10,715,675.

The State Board of Education is responsible for preparing transportation budgets, requesting Legislative appropriations, and adopting rules and regulations as to the construction, color, capacity, and maintenance of school buses and the age and qualifications of school bus drivers. County and city boards of education assign buses to the various schools, supervise the use and operation of buses, employ school bus mechanics and drivers, maintain and route the buses, and require all buses to be regularly inspected.

The cost of operating a minimum program of school transportation is financed by the State. The State Board of Education, through the State Purchase and Contract Division, purchases all buses under a plan of competitive bidding and makes an allotment of funds to the local board of education for the purchase

of gasoline, oil, tires, batteries, and repair parts needed to operate and maintain the bus fleet; salaries of mechanics and drivers; and miscellaneous items. If the local unit wishes to pay its drivers or mechanics more than the maximum established by the State Salary Schedule, it may do so from local funds.

Local boards of education purchase original buses from local funds. The State provides funds for the purchase of school buses to replace those which have worn out. Over a period of several years the State has averaged purchasing approximately 600 buses annually for replacement purposes.

Funds for purchasing buses in addition to the State allotment or for providing a school bus maintenance garage must be provided from local funds. Each of the 100 counties in North Carolina maintains a school bus garage in which a major portion of the school bus maintenance program is carried on.

Public school officials have found the State's school transportation system safe, practicable, serviceable and economical. This has been brought about by such features as buying on a Statewide basis under competitive bidding; a central maintenance garage in each county staffed with capable mechanics; careful selection and employment of thoroughly trained bus drivers; close supervision of the program at each school by the school principal; and a uniform Statewide system.

SCHOOL TRANSPORTATION

Years	Schools Served	No. of Vehicles	Pupils Trans-ported	% A.D.A. Trans-ported	Cost of Operation*	Cost Per Pupil	Daily Miles Traveled
1929-30	..... 1,266	4,046	181,494	27.0	2,273,287.55	12.53	108,001
1934-35	..... 1,208	4,014	256,775	33.8	1,936,985.82	7.54	131,435
1939-40	..... 1,469	4,526	334,362	42.3	2,417,659.65	7.23	154,759
1944-45	..... 1,367	4,852	300,904	42.2	3,600,159.04	11.96	155,567
1949-50	..... 1,538	5,846	396,783	49.7	6,110,739.16	15.40	211,887
1954-55	..... 1,649	7,293	469,844	52.0	7,538,432.30	16.04	262,132
1959-60	..... 1,645	8,349	537,403	53.6	9,710,605.42	18.07	298,639
1960-61	..... 1,637	8,386	550,171	53.7	9,937,744.87	18.06	306,886
1961-62	..... 1,754	8,571	560,667	54.1	10,470,556.97	18.68	317,679
1962-63	..... 1,761	8,727	575,516	54.4	11,191,927.38	19.45	324,563
1963-64	..... 1,766	8,861	587,064	54.2	11,070,296.35	18.86	330,913
1964-65	..... 1,737	9,001	592,721	53.7	9,936,674.80	16.76	334,653
1965-66	..... 1,747	9,108	592,318	53.5	10,715,676.83	18.09	338,488

*Including replacements.

Insurance

The General Assembly of 1949 authorized the State Board of Education to establish a "Division of Insurance of the State Board of Education." This Division, which began operation July 1, 1949, provides a fire insurance program for the schools of North Carolina on an optional basis.

Engineers trained in fire safety make periodic inspections of all public properties insured in the "Public School Insurance Fund."

As of June 30, 1966, 101 of the 169 administrative school units, five community colleges, nine technical institutes and two industrial education centers were provided with approximately \$412,500,000 of insurance.

**STATE BOARD OF EDUCATION
PUBLIC SCHOOL INSURANCE FUND
STATEMENT OF COMPARATIVE DATA 1950 TO 1965**

SCHEDULE A-6

Fiscal Year Ended June 30	Insurance in Force at June 30th	Earned Premiums	Fire and Other Losses	Loss Ratio to Earned Premiums	Net Profit
1950	\$ 41,943,735.26	\$ 78,862.14	\$ 16,078.98	20.39%	\$ 85,479.21
1951	76,353,188.70	189,614.76	91,296.73	48.15	117,773.38
1952	115,490,287.74	274,365.96	40,666.81	14.82	249,050.10
1953	147,318,075.04	352,237.68	356,610.50	101.24	29,336.26
1954	171,254,967.17	414,163.73	238,082.00	57.48	222,236.16
1955	196,247,820.51	457,520.85	332,108.17	72.59	152,556.43
1956	221,509,929.32	490,636.88	186,289.62	37.97	339,897.36
1957	238,253,104.65	516,474.49	355,515.93	68.84	200,975.68
1958	258,606,937.00	538,765.44	208,269.47	38.66	360,299.46
1959	274,562,650.00	546,058.48	565,833.99	103.62	131,813.89
1960	286,203,100.00	550,245.26	115,680.96	21.02	463,364.06
1961	307,337,205.00	529,598.29	327,212.10	61.78	217,110.56
1962	354,903,845.00	521,740.84	127,940.35	24.52	389,426.27
1963	377,940,450.00	543,684.95	368,501.04	67.78	175,304.24
1964	376,863,400.00	543,724.18	492,775.05	90.63	63,167.39
1965	393,392,990.66	557,438.26	529,685.70	95.02	79,099.76
Total		\$7,105,132.19	\$4,352,547.40	61.26%	\$3,276,890.21

Note: The above figures include adjustments made to surplus each year for actual settlement of claims in process of adjustment at the end of each fiscal year.

VI. Other Educational Institutions

PUBLIC

Federal Schools

The Federal government operates elementary and secondary schools at two military bases, Camp Lejeune and Fort Bragg, and one at the Cherokee Indian Reservation.

Special State-Supported Schools

Several State-supported institutions, established for certain specific purposes, also provide instructional programs. They are the following:

Eastern North Carolina School for the Deaf, Wilson
Governor Morehead School, Raleigh
North Carolina School for the Deaf, Morganton
Eastern Carolina Training School, Rocky Mount
Jackson Training School, Concord
Juvenile Evaluation Center, Swannanoa
Leonard Training School, McCain
Morrison Training School, Hoffman
State Home and Industrial School for Girls,
Eagle Springs
State Training School for Girls, Kinston

The first three are for blind and deaf children and are operated under independent boards of trustees. The latter seven are under the general supervision of the North Carolina Board of Juvenile Correction.

Community Colleges, Technical Institutes, and Industrial Education Centers

The 1963 General Assembly enacted a new Chapter 115A establishing a system of community colleges, technical institutes, and industrial education centers, under the State Board of Education and local boards of trustees. To date, there are 12 community colleges and four separate units in different locations, 16 technical institutes and nine separate units, and one industrial education center.

DEPARTMENT OF COMMUNITY COLLEGES

FALL QUARTER ENROLLMENT

FULL-TIME EQUIVALENT STUDENTS*

	City Name	FTE 1962-63**	FTE 1963-64**	FTE 1964-65**	FTE 1965-66
Asheville-Buncombe T. I.	Asheville	415	601	984	2,013
Haywood Unit	Clyde				47
Jackson Unit	Sylva				152
Marion-McDowell Unit	Marion				87
Tri-County Unit	Murphy				13
Caldwell T. I.	Lenoir				189
Cape Fear T. I.	Wilmington	257	244	435	387
Catawba Valley T. I.	Hickory	244	268	501	872
Central Carolina T. I.	Sanford	81	133	287	582
Central Piedmont C. C.	Charlotte	427	778	1,000	2,126
Ansonville Unit	Ansonville				228
College of the Albemarle	Elizabeth City		211	530	706
Davidson County C. C.	Lexington	11	114	247	485
Durham T. I.	Durham	283	560	628	984
Fayetteville T. I.	Fayetteville	231	520	1,182	1,591
Robeson Unit	St. Pauls				35
Forsyth T. I.	Winston-Salem	430	525	834	1,417
Gaston College	Dallas	316	364	534	2,083
Cleveland Unit	Shelby				85
Guilford T. I.	Jamestown	213	245	488	742
Isothermal C. C.	Spindale				109
Lenoir County C. C.	Kinston	263	344	647	458
Craven Unit	New Bern				97
Pamlico Unit	Bayboro				71
Onslow County I. E. C.	Jacksonville				176
Pitt T. I.	Greenville	36	642	836	1,428
Washington-Beaufort	Washington				85
Randolph T. I.	Asheboro	76	142	236	321
Richmond T. I.	Rockingham				133
Rockingham C. C.	Wentworth	111	165	161	327
Rowan T. I.	Salisbury	28	188	366	1,136
Sandhills C. C.	Southern Pines				447
Southeastern C. C.	Whiteville				558
Surry County C. C.	Dobson				52
T. I. of Alamance	Burlington	300	410	516	911
W. W. Holding T. I.	Raleigh	64	143	394	1,224
Wayne T. I.	Goldsboro	312	734	1,334	913
Carteret Unit	Morehead City				259
James Sprunt Unit	Kenansville				187
Sampson Unit	Clinton				7
Western Piedmont C. C.	Morganton				41
Wilkes County C. C.	Wilkesboro				11
Wilson County T. I.	Wilson	227	450	659	1,154
TOTALS		4,325	7,781	12,799	24,934

C. C. means Community College with two-year (junior) college programs.

T. I. means Technical Institute.

I. E. C. means Industrial Education Center.

*Full-time equivalent student is the equivalent of 16 hours of instruction per week for 11 weeks a quarter, four quarters a year.

**All unit enrollments are included with parent institution.

Senior Institutions

The State supports a university system comprising four senior institutions of higher learning and 11 other senior colleges. The accompanying table shows the enrollment in these institutions as of October for each year indicated.

ENROLLMENT IN SENIOR PUBLIC INSTITUTIONS OF HIGHER LEARNING

(as of October for each year)

Institution	1949-50	1954-55	1959-60	1963-64	1964-65	1965-66
UNC, Chapel Hill	7,419	6,061	7,959	11,297	12,155	13,130
N. C. State University ..	4,600	4,280	6,117	8,207	8,878	9,806
UNC, Greensboro	2,190	2,340	2,641	3,737	4,249	4,721
UNC, Charlotte	—	—	—	—	—	1,815
UNC Total	14,209	12,681	16,717	23,241	25,282	29,472
A. and T. College	*2,832	2,122	2,006	3,005	3,227	3,435
Appalachian	1,260	1,452	2,264	3,186	3,428	3,954
Asheville-Biltmore	*287	308	398	545	470	594
Charlotte	*323	341	881	1,414	1,512	**
East Carolina	1,659	2,363	4,045	5,930	6,599	7,728
Elizabeth City	476	439	546	885	998	1,013
Fayetteville	538	626	575	1,013	1,145	1,195
N. C. C. at Durham	1,146	1,406	1,884	2,609	2,651	2,779
Pembroke	153	161	411	934	1,058	1,130
Western Carolina	608	897	1,501	2,289	2,431	3,001
Wilmington	293	250	557	927	968	1,055
Winston-Salem	463	796	912	1,160	1,115	1,242
Total Senior	24,247	23,842	32,697	47,138	50,884	56,818

*Includes those not classified as regular college students.

**Now a part of the Consolidated University.

NONPUBLIC

Kindergarten

Although the law permits the establishment of public kindergartens, none have been provided. A large number of nonpublic schools are operated either privately or by church organizations. All such institutions, according to law, are subject to the supervision of the State Department of Public Instruction and standards adopted by the State Board of Education. A bulletin, *Schools for Young Children*, containing these standards and other suggestions for the education of children prior to their enrollment in the first grade, has been issued by the State Department of Public Instruction. At the present time there are 90 kindergartens in North Carolina which are approved by the State Department of Public Instruction.

Elementary Schools

There are now 125 nonpublic elementary schools in operation. Twenty-one of these teach only the first grade. Most of these schools are located in the city administrative units.

High Schools

Thirty-two nonpublic high schools which do not offer an elementary curriculum, and 15 schools which offer both elementary and high school curriculum are now in operation. Of this total 29 are accredited by the State Department of Public Instruction, and 14 are accredited by the Southern Association of Colleges and Schools.

During 1965-66 there were 162 nonpublic schools in operation. There was a total enrollment of 19,824 in these schools, most of which are church-related.

Business Colleges and Trade Schools

There are forty-one private business colleges and six private trade schools licensed and approved under the General Statutes to operate in North Carolina. These schools operate under the standards issued by the State Board of Education and under the general supervision of the Department of Public Instruction. Licenses are issued on an annual basis and must be renewed on July 1 of each year. Supervisory visits are made to all licensed schools.

A high school diploma or a high school equivalency certificate issued by a State Department of Education is required for enrollment in diploma courses offered by the business colleges. The total annual enrollment in the 41 private business colleges and the six private trade schools is approximately 9,000 students.

Colleges and Universities

There were (in 1965-66) 42 classified private and church-related institutions of higher learning operating in North Carolina, not including a seminary for graduate students and three Bible colleges. Of these 42 institutions, 26 were senior, or four-year, institutions and 16 were junior colleges. The accompanying table shows the enrollment in these institutions as of October for the years indicated.

ENROLLMENT IN NONPUBLIC INSTITUTIONS OF HIGHER LEARNING
1949-50 to 1965-66
(As of October for each year)

Institution	1949-50	1954-55	1959-60	1963-64	1964-65	1965-66
1. Senior:						
Atlantic Christian	502	496	1,219	1,325	1,289	1,447
Barber-Scotia	156	185	222	315	315	355
Belmont Abbey	*	270	497	619	667	702
Bennett	482	450	490	589	591	642
Black Mountain	48	16	**	**	**	**
Campbell	*	*	*	1,836	2,002	2,191
Catawba	766	539	767	854	868	868
Davidson	883	844	912	1,000	1,006	1,001
Duke University	5,084	5,026	5,766	6,421	6,695	6,960
Elon	832	884	1,304	1,248	1,320	1,344
Flora MacDonald	223	281	381	**	**	**
Greensboro	351	354	489	589	533	587
Guilford	562	574	1,251	1,632	1,661	1,862
High Point	748	855	1,044	1,404	1,558	1,562
Johnson C. Smith	697	634	810	976	1,048	1,055
Lenoir Rhyne	792	882	965	1,142	1,212	1,321
Livingston	351	383	561	726	704	777
Mars Hill	*	*	*	1,288	1,324	1,348
Meredith	538	619	706	857	870	850
Methodist	**	**	**	470	614	814
Montreat-Anderson	152	181	*	*	*	*
N. C. Wesleyan	**	**	**	450	565	651
Pfeiffer	*	*	717	829	843	917
Queens	377	434	631	928	925	935
Salem	323	336	443	498	500	551
Shaw University	802	521	572	650	721	766
St. Andrews	**	**	**	898	909	931
St. Augustine	453	449	473	766	733	814
Wake Forest	2,172	1,704	2,505	2,958	2,920	2,996
Total Senior	17,294	16,922	22,725	31,268	32,393	34,247
2. Junior:						
Belmont Abbey	159	***	***	***	***	***
Brevard	405	219	411	409	431	527
Campbell	362	452	914	**	**	**
Chowan	127	301	458	902	1,155	1,179
Gardner-Webb	430	356	533	720	909	1,172
Immanuel Lutheran	49	34	30	**	**	**
Kittrell	**	**	**	**	180	132
Lees-McRae	254	316	327	425	510	610
Louisburg	214	202	440	632	663	675
Mars Hill	910	862	1,056	***	***	***
Mitchell	272	117	183	519	557	602
Montreat-Anderson	***	***	108	253	339	410
Mount Olive	**	**	117	201	260	325
Oak Ridge Military	79	54	57	66	52	46
Peace	230	212	266	329	373	405
Pfeiffer	289	350	***	***	***	***
Presbyterian	165	93	259	**	**	**
Sacred Heart	51	174	178	208	196	372
St. Genevieve	80	82	**	**	**	**
St. Mary's	215	203	256	283	279	284
Southwood	65	146	54	87	167	308
Warren Wilson	82	143	224	286	257	278
Wingate	224	253	796	1,124	1,320	1,486
Total Junior	4,662	4,569	6,667	6,444	7,648	8,802
3. Bible and Seminary:						
John Wesley	†	†	28	28	41	41
Piedmont Bible	†	164	142	158	188	226
Southern Pilgrim	†	69	29	45	67	98
Southeastern Baptist Seminary	†	376	734	575	555	516
Total Bible and Seminary	†	609	933	806	851	881
TOTAL NONPUBLIC	21,956	22,100	30,325	38,518	40,892	43,930

*Junior College this year.

**Not operating.

***Senior college this year.

†Data not available.

VII. Recommendations (For Improving the Public Schools)

One of the administrative duties of the State Superintendent of Public Instruction, as defined in Chapter 115 of the General Statutes, is "to report biennially to the Governor" on the status of the public schools and to submit "recommendations for their improvement." Statistical and descriptive data on school operations in North Carolina have been presented in the preceding sections of this Report; this section, therefore, constitutes the State Superintendent's appraisal of these data and his recommendations to the Governor, the General Assembly, and the citizens of the State for the further improvement of the public schools.

The Biennium of Change

This Biennium has seen significant changes in the public schools of North Carolina. At least three factors have influenced these changes: increased State appropriations, the impact of Federal programs, and the Civil Rights Act of 1964.

In an attempt to improve and to elevate the status of education within the State, the 1965 General Assembly authorized increases in appropriations for public schools in excess of those ever appropriated in any biennium. School boards, school administrators, and teachers have been faithful stewards of the trust and of the mandate expressed by the people of the State through this action of the Legislature. As the preceding sections of this Report will indicate, salaries have been increased; the teacher-pupil ratio has been reduced, particularly in the primary grades; free textbooks, both basal and supplementary, have been made available at the elementary school level; more schools have employed full-time librarians and most high schools have the services of a full-time guidance counselor; services to the mentally retarded and other handicapped children have been extended, including a new program for the homebound and hospitalized; vocational rehabilitation facilities are being established over the State for our older youth and adults; and, for our gifted and talented students, we have established special classes and supported a summer residential school.

A source of particular pride is the manner in which our students are responding to their opportunities. Statistics show that school attendance has improved, with more students continuing

in school until graduation. Likewise, more high school students are taking more courses, both in the regular term and in summer sessions, than in previous years. Particularly significant in the report is that almost 40 percent of our 1966 high school graduates are continuing their education in our colleges and universities.

Federal programs have also contributed to the change which must characterize this Biennium. Federal assistance for the support of Federal programs has risen from approximately 35 million dollars per year to 90 million dollars per year. When related to per pupil *expenditures for current expense*, Federal funds exceeded local funds in the 1965-66 school year. This change in the pattern of financial support of education will become historic in that it represents the growing influence of the Federal Government in the conduct and operation of an expanding concept of public education. This shift in relative support need not, however, indicate a growing indifference on the part of local governmental levels; on the contrary, it should be observed that local funds for the support of schools have consistently risen under the impetus of increasing support from both the State and Federal levels of government.

The chief source of Federal support has come from the Elementary and Secondary Education Act. With funds derived from this Act, our schools have employed teacher aides, home-school coordinators, social workers, nurses, and additional professional personnel to reduce class size and provide special services to the disadvantaged and educationally deprived. Funds have also been made available for the purchase of library books, instructional materials, and equipment and for the initiation of experimental programs designed to improve teaching and learning processes. Likewise, funds have been made available, upon application, to county and city boards of education with which to establish supplementary education centers, pilot and demonstration projects, and innovative and experimental activities in classroom instruction. Some funds have also been used to expand and strengthen the services of the State Department of Public Instruction.

Generally, the impact of Federal programs on the public schools during this Biennium will be felt for decades to come. Pre-school and summer readiness programs for children under six have already established themselves as essential elements of a total educational program. Auxiliary personnel, such as teacher aides, nurses, clinicians, and social workers are being recognized as indispensable. Summer sessions for continuing the nine-

months sequence and for cultural and enrichment opportunities are widely accepted by both students and their parents. The necessity for employing teachers and administrators for these summer programs suggests that school is now a full-time year-round operation. Certainly after adventuring in these and similar educational frontiers, it will no longer be possible to confine the school to six hours per day for nine months.

Finally, it must be observed that this is the Biennium of school desegregation. It will be remembered that North Carolina accepted the 1954 Supreme Court decision by immediately establishing the principle of "freedom of choice" through the Pupil Assignment Act. Under the procedures of this Act, school desegregation gradually began and continued in an orderly manner so that when the Congress passed the Civil Rights Act of 1964, half of the school administrative units in the State had already begun the desegregation of their schools. The regulations and guidelines issued by the U. S. Commissioner of Education in furtherance of the Civil Rights Act have accelerated both student and faculty desegregation during this Biennium. While statistics are not maintained within the Department by race, it is now estimated that approximately 12.5 percent of the Negro children of the State are attending schools predominantly attended by white children.

This era of racial and social transition has been attended by some frustration and misinterpretation of the intent of the Congress which by the Act of 1964 forbade discrimination but did not compel integration of the races. The variations in opinion about the Act have caused confusion as school boards and administrators have sought earnestly and sincerely to comply with the vague and inconsistent requirements of the U. S. Office of Education and at the same time comply with the choices of pupils and parents residing within the school community. North Carolina's superintendents and boards of education are to be commended for the wisdom and the patience which they have exercised in organizing and administering their schools during this period of revolutionary change in social customs and traditions. The change has occurred with the dignity which is typical of a State accustomed to obedience to law and respect for all races.

Some Next Steps for Improving Public Education

Although this has been a Biennium of change and of achievement, unlimited opportunities still exist for improving and extending public education. We have arrived at that condition and

circumstance in our society where people demand that education become our first concern and our best commodity. In recognition of this desire and in harmony with our long-range objectives in structuring a comprehensive program of education for all the youth of the State, it seems imperative that we:

1. Adjust and increase salaries.
2. Extend the period of employment of administrative and supervisory personnel.
3. Improve the competence of personnel by better training at both the pre-service and in-service levels.
4. Extend the scope of public education to include kindergarten and early childhood education.
5. Refine the curriculum through experimentation and demonstration.
6. Plan for year-round instructional programs.
7. Reorganize the schools and school administrative units to conform with changes in education, in population, in transportation, and in financial support.

In support of the most urgent of these needs, the State Board of Education has formulated its "B" Budget, herein described. The projection as set forth in this budget constitutes the recommendations of the State Superintendent of Public Instruction for improving the public schools during the 1967-69 Biennium.

DESCRIPTION OF "B" BUDGET REQUESTS FOR BIENNIUM 1967-69

I. Provide improved classroom teaching conditions so that students will have a better chance to learn	
A. Provide additional specially allotted teachers for educable mentally retarded students. (200 the first year and 400 the second year)	\$ 3,225,858
B. Provide additional teachers for crippled children and for those who have speech and hearing handicaps. (30 the first year and 60 the second year)	483,878
C. Provide additional teachers for the high schools for instruction in home economics, trades and industries, distributive education, diversified and comprehensive vocational education, and office education (133 positions the first year and 235 the second year)	1,870,432
D. Provide teachers of home economics for adults (5 positions for each year)	65,000
Total	\$ 5,645,168
II. Secure and hold better qualified teachers and principals	
A. Raise teachers' salaries by an average of 8.73% the first year and 17.58% the second year above the "A" budget as additional steps in making North Carolina salaries competitive with the national average. (Estimated 1965-66 North Carolina average—\$5,337, national average—\$6,506 from all sources; North Carolina ranks 40th)	\$ 65,842,728
B. Increase the rate of pay of substitute teachers from \$10 per day to \$15 per day which requires additional funds for sick leave and to provide sick leave for additional teachers	827,027
C. Compensate teachers for work with student teachers by \$50 per student teacher	675,000
D. Extend the term of principals by one-half month from the present 10, 10½, and 11 months	1,737,615
E. Provide a salary increase for principals of 5% in 1967-68 and 10% in 1968-69 above the "A" budget	2,812,111
F. Provide additional scholarships for students preparing to teach (300 the first year and 600 the second year)	315,000
G. Extend the term of teachers of diversified and comprehensive vocational education from 9¼ to 10 months. (120 the first year and 130 the second year)	85,661
Total	\$ 72,295,142
III. Provide professional help for teachers to enable them to do a better job teaching children	
A. Extend the term of supervisors from 10 to 10½ months	\$ 232,001
B. Provide a salary increase for supervisors of 5% for the first year and 10% for the second year over the "A" budget	365,557
C. Expand and improve the in-service education program for teachers in critical subject areas under the National Defense Education Act. (Total \$160,000, Less \$80,000 Federal)	80,000
D. Provide additional teacher training in vocational education ..	111,845
E. Provide additional local directors of vocational education (30 the first year and 60 the second year)	490,725
F. In-service training and summer conferences for teachers of vocational education	141,915
G. Expand services in education by television to include art, music, foreign languages, and primary grade instruction in the elementary school, and government/world geography, seventh and eighth grade English-history and secondary school music	330,210
Total	\$ 1,752,253
IV. Give teachers and students the tools they need	
A. Provide additional funds for new adoptions of elementary basal textbooks	\$ 6,384,893
B. Provide \$5 per year per high school pupil from State funds for basal and supplementary textbooks and prohibit the charging of high school textbook fees	3,193,095
C. Provide funds to increase the allotment for instructional supplies from \$1.75 to \$3 per pupil to more adequately meet the need and prohibit the charging of fees	2,961,060
D. Provide teaching materials in the vocational education areas ..	1,000,000
Total	\$ 13,675,048

V. Improve special services for the handicapped

A. Increase State aid for Vocational Rehabilitation to provide for services to more of the disabled citizens of the State (Total \$3,653,048, Less Federal share \$2,743,163, Less share by Department of Mental Health \$96,621, Net State \$813,264)	\$ 813,264
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VI. Improve local educational leadership

A. Provide salary increases for superintendents and assistant superintendents of 10% for 1967-68 and an additional 5% for 1968-69	\$ 762,918
B. Increase the allotment formula for attendance counselors and clerks in superintendents' and principals' offices by 5% for 1967-68 and 10% for 1968-69 over "A" budget and increase the salary schedule for property and cost clerks by the same percentages over the salary schedule for 1966-67	\$ 571,679
Total	\$ 1,334,597

VII. Improve State educational leadership under the State Board of Education

A. Improve fiscal services in the Controller's Office	\$ 172,680
B. Improve State services in vocational education	180,600
C. Improve State level services to local school units in school planning	44,199
D. Expand State level services for the handicapped under Vocational Rehabilitation (Total \$1,270,388, Less Federal share \$974,097, Net State \$296,291)	296,291
E. Provide more adequately for State level services for expansion of in-school television programs	9,064
F. Provide for additional administration and supervision of the program for professional improvement of teachers	12,360
Total	\$ 715,194

VIII. Increase State financial help to local school units in plant operation, transportation, and school food service

A. Extend the employment of janitors from 9½ school months to 10 calendar months	\$ 710,597
B. Provide general salary increases for janitors and maids of 5% for 1967-68 and an additional 5% increase for 1968-69, plus additional costs to raise janitors to a minimum of \$1.25 per hour and maids to \$1.00 per hour	\$ 5,905,367
C. Provide for improvement in allotments for fuel, water, light, and power	2,072,893
D. Increase the salary schedule of mechanics by 5% for 1967-68 and 10% for 1968-69 over the "A" budget	459,770
E. Provide funds for transportation of pupils within municipal corporate limits who reside 1½ miles or more from school (54,429 pupils the first year and 56,606 pupils the second year at \$13 each)	1,443,455
F. Provide increase of salaries for bus drivers from \$30 to \$40 per month	1,718,595
G. Provide funds for allotment to school units of 1¼ cents per lunch served to assist with salaries of School Food Service Directors and to increase wage of school food service personnel	3,778,500
Total	\$ 16,089,177

IX. Improve education by experimentation, research, special schools, and projects

A. Provide funds for the continuation of the comprehensive school improvement program in the primary grades. (300 schools) ..	\$ 3,142,867
B. Provide funds for continuation of 60 performances each of the Shakespeare (\$52,000) and Sandburg (\$30,000) projects	82,000
C. Provide funds for the continuation of the Governor's School for highly gifted secondary school students	390,459
D. Provide funds to initiate pilot kindergarten projects in each of the eight educational districts	800,000
Total	\$ 4,415,326

Grand Total, Public Schools\$116,735,169

X. Improve State educational leadership

State Department of Public Instruction	\$ 173,431
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Date Due

S-117

